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ABSTRACT

The third of three volumes on the Rocky Mountain Regional Resource Center (RMRRC) explains how that Center functioned as an Outreach project through which federal monies were allocated to Idaho, Montana, Utah and Wyoming for special educational activities that were defined by the states in accord with the law on RRCs. The report covers the period from 1970 through 1974. An overview of the Outreach program is provided. Separate reports from each of the four states detail the state's Outreach program, describe its methods, procedures and activities and summarize results. Included is a third party evaluation report for the 1973-74 Outreach component of the RMRRC which was based on the following measures: review of the legal contracts between each of the four states and the RMRRC, development of a program-plan outline by the state staff of each Outreach project, review of all interim reports, workshop reports, documents and products developed by the Outreach projects, and structured individual interviews with the State Director of Special Education and the staff of the Outreach projects. Procedures and outcomes of a regional conference on services for the severely multiply handicapped are noted. The final chapter reviews major outcomes of the Outreach program from the perspective of the Center and its operations. (GW)

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Final Report

Project No. 542930
Grant No. OEG-0-70-4178 (608)

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THE ROCKY MOUNTAIN REGIONAL RESOURCE CENTER: PROJECT OUTREACH

Volume III of III

November, 1974

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FOREWORD

When Regional Resource Centers (RRCs) were conceived of as an experimental program in the period 1969-1970, a range of potential service delivery models was considered, and subsequently tested. One tested model, its history, and the results of its application were documented in Volume II of this report. An entire range of other approaches were tested in other centers with varying degrees of success. Over and above these tests of service delivery models, a basic issue underlying the concept of regional centers was being validated: that by the provision of a breadth of resource support services, regional centers could be a stimulus to the provisions of educational services to handicapped children in an assigned area.

Basic premises underlying the operation of the centers were that they could facilitate cooperative efforts between the agencies involved within the region, transfer services where needed, and focus on needs not being met. It was hypothesized that this venture could be accomplished without infringing on either the rights of states, or on the historic philosophic underpinning of American eduction--the right of local control of education within a school. The Regional Resource Center was to provide a regional focus on the needs of the handicapped child and his education within these constraints.

The RRC was to be a facilitory body and a core resource to a region. The center was to serve as a stimulus, backup resource agent, and a support service to educational agencies in its region. It was to provide both technical assistance as well as direct service supplemented by training. To accomplish these broad goals it would be necessary to maximize its limited resources by developing cooperation between existing programs and by seeking to enhance existing efforts to serve handicapped children. In effect this type of center was to be a third-party resource to a region.

The posture of the center was to be one of advocacy for handicapped children relative to the educational structures that often were unable to respond effectively to the needs of these children. The center also was to serve as linkage agent between research and development (R&D) activities and the needs of service programs. And, it was to serve as a catalyst to help education provide new levels of service.

One approach to meeting these goals was the process termed "Outreach" through which federal monies would go through the RRCs to states, to stimulate directed activities that were to be defined by the states, and which were in accord with the RRC law. The directed programs would be aimed at producing specific improvements in the educational systems of the individual states. Exchanges of methods and procedures were to be encouraged between the participating states in the region. The resources of the center were to be leveraged by this cooperation and the multiple use of techniques and resources.

This report presents the results from one such pioneer effort in the northern Rocky Mountain states. The report is a collection of materials from the states and from the Rocky Mountain Regional Resource Center (RMRRC) and represents the work of many people. The objective of the presentation is to demonstrate how the resources were used, and how they helped in the development of special education programs in the region. In addition to the materials from each of the states, a brief summarized analysis of results will be presented at the end of the report.

The discussion should be viewed in terms of an ongoing process. In this situation there are no specific statements of cause and effect relative to any specific organization. The development of special education in these states in the period 1970-1974 was due to a combination of factors of which one was the RMRRC program. This report will try to reflect the components to which the RMRRC contributed and to review how the activities integrated into the overall programs of these states. The presentation is not seeking to establish RMRRC credit for outcomes, but rather to simply chronicle how the center, in some way, aided the educational programs of these states in support of their own design, approach, and services.

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CHAPTER 1

AN OVERVIEW OF OUTREACH

The Rocky Mountain Regional Resource Center (RMRRC) was originally conceptualized to serve Utah, Idaho, Montana, and Wyoming. During the first two years of operation, the center restricted operations to Utah by request of the funding agency, the Bureau of Education for the Handicapped (BEH). In May, 1972, with support from BEH, the RMRRC initiated the planning and development of an active Outreach Program to Montana and Wyoming; during this effort's beginning, Idaho was added to the region. The posture and the operation of the center was altered from its basic work on the stratistician model (a model which evolved during the first two years in response to Utah's need) to a posture in which the stratistician model became only one part of a large-scale regional effort.

Program Development

The first meeting to initiate the Outreach process was held on May 3, 1972, and was attended by center leaders and the state directors of special education for Utah, Montana, and Wyoming. This meeting developed the first steps in the conceptualization of the Outreach Program and how the RMRRC could benefit the cause of special education within those states. When Idaho was added to the region in June, similar meetings were held with the Idaho State Department of Education staff to get their input for the planning data base.

During the first months of operation (June, July and August), visits were made to each state director of special education to sustain the dialogue from the first meetings. The center staff was introduced to the agency staffs involved, and the states reacted with courtesy and caution. A primary difficulty in countering the perception of the RMRRC as just another agency was the lack of definitive statements by BEH about the center's workscope and its Outreach efforts. The center was in the position of developing the ties to states, but without guidelines or the assurance of continued support from its funding source.

The RMRRC procedure was to explain the situation to the states, to present its envisioned role, and to ask the states how Outreach monies could be used to further their special education programs. The available center resources, the staff and the "flow-through" monies were defined. These monies were to be subcontracted to the states for specified projects that served as a direct response to existing needs. With different needs, each state had different projects.

The process for subcontracting flow-through monies was an interactive sequence which began with the initial meetings with state directors. The entire sequence is depicted graphically in Figure 1.1. The procedure was simply continuation of negotiation and analysis of state needs against some given spending constraints. The constraints primarily included:

Funds could not be comingled with other funds in any way so that the outcome of the effort could not be related to the expenditures of the Outreach monies; the states would be required to have a resource coordinator (in effect, a project officer) who would be a liaison between the center and the state, be responsible for the work and who would be funded out of the subcontract; the state directors of special education would be required to jointly meet with RMRRC staff quarterly to discuss intrastate work, and problems which might receive RMRRC help; and to plan interstate activities. The Bureau suggested: that the states heavily consider the provision of services in rural regions as a major priority; that the states should consider efforts for developing special education programs that would not otherwise be funded; that each state program include an accountability scheme and be evaluated by a third-party evaluator who would report on the impact of the overall program as well as on the individual projects.

An important factor in program development was that the flow-through monies represented only a small part of an overall state budget and that the

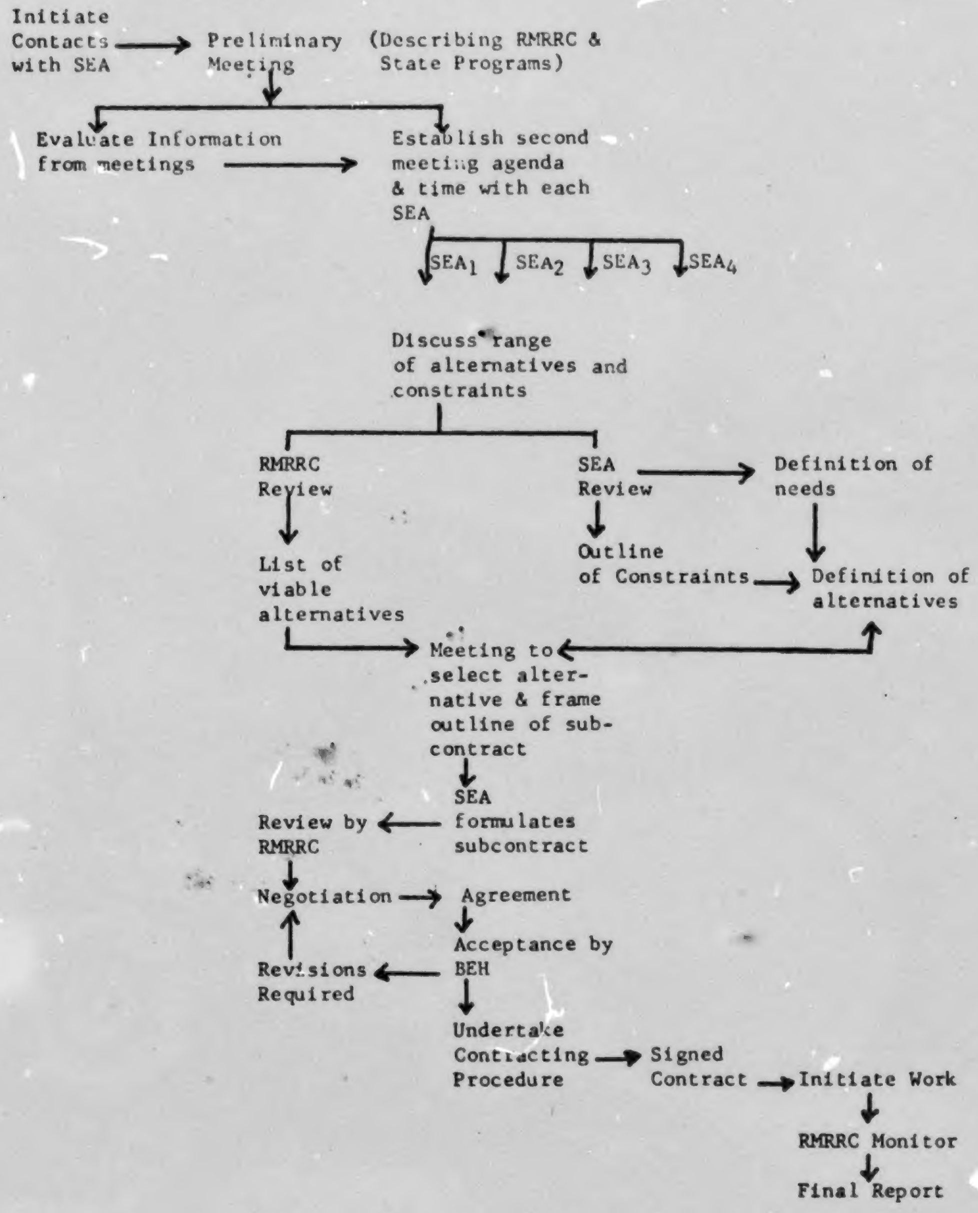
Initiate Contacts with SEA
Preliminary Meeting
(Describing RMRRC & State Programs)
Evaluate Information from meetings
Establish second meeting agenda & time with each SEA
SEA1
SEA2
SEA3
SEA4
Discuss range of alternatives and constraints
RMRRC Review
SEA Review
Definition of needs
List of viable alternatives
Outline of Constraints
Definition of alternatives
Meeting to select alternative & frame outline of subcontract
SEA formulates subcontract
Review by RMRRC
Negotiation
Agreement
Acceptance by BEH
Revisions Required
Undertake Contracting Procedure
Signed Contract
Initiate Work
RMRRC Monitor
Final Report

Fig. 1.1 Negotiation Procedure

incentive for a state to accept the funds and the accompanying administrative work had to be outweighed by the center's ability to establish a value to the state greater then the fiscal amount. This problem was not acknowledged in the federal guidelines, but it was crucial to the center's ability to work with, and support the states. The RMRRC posture also did not infringe on the states' rights to determine their own educational programs.

In this operational scheme, the monies were to be used to develop programs that were integral to the overall state special education plan. The monies, by the pooling of the resources from the regional agent and by exchanges of information and methods across state lines, would provide a valuable adjunct to the state programs--one which could not be developed internally at that time. The important negotiation element was the identification of constraints and the matching of these constraints and states' needs with the center flow-through monies. The RMRRC staff feel that this negotiation process and the development of the subsequent resource support was the core of the regional center's Outreach process.

The states' final programs varied quite widely. Idaho decided to conduct a comprehensive needs assessment. The rationale behind their decision was that the State Department of Education needed data on the incidence of handicapped children and their location, the cost of education for a handicapped child, existing available resources, distribution of the population, and the manpower requirement for serving handicapped children. The state department felt that with this information it could develop an effective plan for providing the comprehensive services to handicapped children in a shorter period of time.

Montana responded to the BEH guideline for providing services to rural regions by implementing a service plan in a section of the state where few special services existed. Itinerant area resource teachers began serving handicapped children and their teachers in multi-county regions. This experience base was the primary source of planning information for expansion of special education in rural areas.

Utah selected an approach which combined Idaho's and Montana's methods. The flow-through money was used in a single district to determine needed resources for ongoing services. The process in this district was evaluated and then generalized so it could be used in other districts in the state. The process would help to develop educational programs that would respond to the needs of handicapped children in the districts and thereby provide the handicapped child access to equal educational opportunity.

Wyoming, in reviewing its state program, decided that the money could be best spent in a manner similar to Idaho's, i.e., the determination of the existing conditions within the field of Wyoming's special education. The first part of this needs assessment was to establish an incidence profile of handicapped children. This knowledge would be supplemented by information on resource availability and by existing resource utilization patterns. The state department staff planned to use this information system to devise a tracking system to gain information on the actual services that handicapped children were receiving.

Operational Factors

The problems in initiating the contracts after the development of the workscopes involved the evolution of contracts and the contracting procedures that lacked specific BEH guidelines. The work was significantly delayed while the contracting process was developed within the RMRRC administrative structures, and through the Bureau's contracting office. The administrative contracting procedures were tested; one procedure was to provide quarterly payments to three of the states and in the fourth case, the center handled the funds. The quarterly progress payment schedule proved the most efficient and effective method.

From the center's perspective one of the most difficult aspects of providing technical assistance to the states was the establishment of definition from the states on their needs. At first the center made an open offer to provide any form of technical assistance, but that offer placed the states in the position of defining the center's technical assistance program. Over the two-year history of the Outreach

Program the specificity increased for the center's technical assistance mode. Concurrently, with the increase in specificity there was an accompanying increased knowledge of utilization of the RMRRC as a resource. At the end of the first year, the final form of interaction began to evolve, and the center realized that it had to develop a better resource support service base for technical assistance.

One main outcome from the Outreach effort, exclusive of the subcontracts, was the interchanges that occurred in the Steering Committee meetings (State Directors of Special Education). As the SEAs' relationships with the center developed and an increased structure evolved in the Outreach work, the meetings increasingly became a place for the state people to exchange information and to share approaches and concerns. In turn, these summative statements set the states' performance expectation from the center for the next quarter. As the center evolved a resource focus, it provided a stability that withstood the normal changes in direction and personnel within the states.

The emergence of a firm core relationship for the long-term evolution of trust and working relationships became a critical factor in establishing good lines of communication. The center had to evolve its role as a stable resource for the provision of a wider experience and resource base to specific SEA problems. As this role emerged, the interstate sharing increased and often occurred directly between the states. For example, Idaho helped Montana in developing an identification study; Wyoming provided Montana a curriculum study on handicapped children; and Utah shared with the other three states its procedures in identifying handicapped children and the process for the development of SEA technical assistance to districts. The key to this interchange was the Steering Committee forum.

The effectiveness of the Steering Committee meetings were further enhanced by inviting the center resource staff and representatives from the Rocky Mountain SEIMC and the North West SEIMC. The state directors could immediately draw on these resources, and it was also a way for them to coordinate the services of the federal programs in their area. (The RMSEIMC served Montana, Utah and Wyoming; the NWSEIMC served Idaho.) Concurrently, the interaction helped to provide a program interface between the RMRRC, the RMSEIMC and the NWSEIMC.

The center sought to operate as a regional change agent by being a catalyst to effect change, by connecting states with resources, by providing some solutions, and by helping the SEAs evaluate their own efforts. Steering Committee meetings also provided moral support, helped with program planning and budgeting, and developed positive relationship with the SEAs. The center staff sought to become "good people to have around" by taking the stance that "we are here to serve you." Part of this stance meant the center learned that it had to limit its activities, reducing the scope of technical assistance to manageable proportions by responding to and developing technical assistance agreements as a matter of policy for all technical assistance given.

Major ingredients of the relationship with the states were honesty, integrity, commitment and confidentiality. In this situation, it was extremely important for the people involved in the coordination and technical assistance to be sensitive to the political nature and pressures of each state. The center staff was honest about the unknown, and direct and communicative about the known, and operated to help people to help themselves.

The center staff members also found it necessary (for this type of operation to work) that they be fully committed to a role of helper. Gratification had to be drawn from the process of enabling and serving, not from the outcomes which belonged to the SEAs. From early experiences it became apparent that if a person gave assistance to another only to make himself look good, the agency being served did not want that person back. The service agencies tended to view this approach as self-serving and not supportive of their needs.

The Outreach staff in this position needs to take risks, be flexible, compromise frequently, and keep the other person's interest in mind. In those times that resources cannot be provided, the center must seek to help solve the problem by continuing to work on it. One approach is to help clarify the issues, to help search for solutions, and to be a facilitator. In this posture the Regional Resource Center, or its staff, does not need to have all the answers, because it can help others find their own answers. In this sense, the role requires personal skill in helping other people define problems. This skill is a central element in an Outreach operation. The process could be called diplomacy or politics, but perhaps is best characterized as good person-to-person communication.

For an RRC to have the necessary visibility to gain acceptance, it also must undertake some of its own activities. One example is the RMRRC topical conference where the issues of providing education for the severly multiply handicapped child were examined. The conference was specifically designed for the SEAs and for the people of the four states of the RMRRC region, but it received national attention.

Whether or not the money could have been more cost effectively spent by giving it to the states and having them hire specific services to deal with the conference issues could be debated. Although that approach might have been an efficient way to spend the money, the conference gave visibility to the center and to an issue that would not have otherwise received attention. The conference helped the states to establish a service direction, to gain a perspective on the issues, to gain ideas about solutions and to learn where to acquire some expert resource help and consultive service on the specific problems of this population. Also, many persons from each state--teachers, administrators, parents, psychologists, etc.--have an increased understanding about how to serve the severely, multiply handicapped.

To work effectively in a region, an RRC needs to have a broad range of staff to provide content information, expertise in program planning-budgeting systems, educational systems planning, and systems analysis frameworks. Good process people as well as good content people are needed. The center also must have good lines of communication to resources across the country, to know the current state of the art, and to have a capable, self-starting staff who can effectively respond to problems.

An Outreach Program is, therefore, a combination of people and resources. It is a carefully programmed effort that is need-responsive, and it provides services across state boundaries and can fuse and facilitate regional focuses on critical issues in special education. The center must have an effective resource pool from which the Outreach program can draw to provide needed resources that the individual states do not have available to them. In this model of operation, Outreach is more than a simple mechanism for flowing more money into SEAs and their existent programs. An RRC can provide valuable resources to SEAs.

CHAPTER 2

PROJECT OUTREACH: IDAHO*

Title 33, Chapter 20, Idaho Code as amended by Chapter 228, Idaho Session Laws of 1965, provided the following definition for an exceptional child:

> "Exceptional children" means those children whose handicaps or whose capabilities, are so great as to require special education and special services in order to develop to their fullest capacity. This definition includes but does not limit itself to those children who are physically handicapped, mentally retarded, emotionally disturbed, chronically ill or who have perceptual impairment, visual or auditory handicaps or speech impairment as well as those children who are so academically talented that they need special educational programs to achieve their fullest potential."

Idaho House Bill No. 754, amendment of Section 33-2001 mandates that "each public school district is responsible for and shall provide for the education and training of exceptional pupils resident therein." All approved programs for exceptional children initiated in school districts in Idaho are reimbursed by application of the handicapped child factor of the State Foundation Program. Within the handicapped child factor, the reimbursement given to a school district for the education of an exceptional child is roughly three times that given for the funding of a normal child. Funding is on a current, quarterly basis. Psychologists, social workers, and speech therapists within local school districts are defined as ancillary personnel and are state funded on an 80 percent salary basis. No data, however, exists to determine if such a funding pattern is adequate to meet the program needs for exceptional children.

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*Materials in this chapter were drawn from reports submitted by Dr. Judy Schrag, the director (State resource Coordinator) of the Idaho Outreach program.

During the 1972-73 school year, special education services were offered to exceptional children in 63 of Idaho's 115 local school district. There appear to be gaps and weaknesses in the service delivery pattern in Idaho in these districts with special education programs; approximately 3,780 exceptional children are presently being served. This figure represents approximately 2.1 percent of the total school-age population in Idaho. In addition to public school programs, an approximate additional 3,756 of Idaho's exceptional children are being served in Regional Child Development Centers, Mental Health Centers, State Institutions, Vocational Rehabilitation Programs, and other private and state agencies and organizations. It is estimated that these programs offer services to approximately 22 percent of the projected school-age exceptional children. Certainly the remaining approximate 78 percent of the projected exceptional children need to be served. Many more programs must be planned to meet the needs as necessary under mandatory special education.

At the present time, Idaho State University (Pocatello), the University of Idaho (Moscow), and Boise State College (Boise), have graduate teacher preparation programs in the area of learning disabilities, mental retardation, and general special education. In addition, the University of Idaho and Idaho State University both have graduate training programs. Counseling and psychological training programs are also available at the three higher education institutions. In 1972-73, there were no available data to determine total manpower projection needs and availability of adequate training potential to serve all exceptional children in Idaho.

Recently, there has been a rapid growth of special education litigation concerning the identification, labeling, placement, and programming based on individual needs. In Idaho, at least two such suits are pending. The responsibility of the state must not be merely to protect itself, but to adequately serve the needs of all exceptional children.

In conclusion, the following seem to point to the need for data collection and comprehensive state planning in order to provide a supportive educational structure to meet the needs of Idaho's exceptional children:

1. House Bill No. 754 mandates special education services for all exceptional children residing in Idaho's 115 local school districts.

2. Although special education services do exist in 63 local school districts, there appears to be an uneven service delivery pattern with inherent gaps, weaknesses and overlaps.

3. There is a need for data collection to determine if a supportive, financial environment exists for comprehensive programming for exceptional children.

4. At the present time, Idaho's three higher education institutions prepare special education teachers and other supportive, ancillary personnel for special education programs; however, data need to be gathered to determine future supply and demand manpower needs as planning toward mandatory special education takes place.

5. Because various litigation suits have reflected the right of the exceptional child for adequate identification, placement, and programming for his needs, legislative questions and concerns must be raised to determine if a supportive environment exists for comprehensive planning for exceptional children. Consumer feedback concerning satisfaction of services and inputs concerning possible special education for his child must be obtained and considered in the state planning process.

Development of Statewide Resource System

The development of a system of services within the state of Idaho to provide resource support services to the process of education of the handicapped child was first initiated through the development of the Associate Instructional Materials Center program. The program evolved from the regional program established by the NWSEIMC located at the University of Oregon. The NWSEIMC goal was to provide special educators and related personnel with ready access to materials and information pertaining to the education of handicapped children. These objectives have included the development of a delivery and information system, the development of certain technical competencies in teachers of the handicapped, and in the development of instructional and information packages. In each instance, the ultimate objective was to improve programs for handicapped children.

The State Board of Education in cooperation with the state's institutions of higher education, have established and support a statewide network of three Associate Special Education Instructional Materials Centers (ASEIMC) located in Moscow at the University of Idaho, in Boise at Boise State College, and in Pocatello at Idaho State University. The centers serve as a base for innovative activities having a broad impact on services and programs for handicapped children. The centers' activities include collection and evaluation of materials, storing services, dissemination of specific curricula for handicapped students, the services of a methods and materials specialist as a consultant to classroom teachers in their respective regions, and intensive workshops on the use of materials and teaching methodology.

The Centers complement and help to facilitate the existing undergraduate and graduate training programs in the area of special education at each institution. The centers are established as Associate Centers of the NWSEIMC and utilize the regional center's resources in carrying out their goals and objectives. The associate centers are coordinated by a state consultant of special education and operational plans are submitted and approved by the State Department of Education (Special Education staff) yearly.

The Idaho ASEIMC program formed an important base for the delivery of support services, both in terms of delivery of sources and in terms of the state educational community's ability to organize and develop state-wide services. The introduction of the RRC concept by the RMRRC to the Idaho state department staff was immediately related to the existent ASEIMC program and integrated into its framework as depicted in Figure 2.1. The Rocky Mountain Regional Resource Center, University of Utah, was to provide support and backup services to Idaho in the planning and development of an expanded resource system (Idaho Project Outreach) that would provide a full spectrum of resource services.

Idaho Project Outreach entered into the planning phase in the development of an Idaho resource system with the initiation of a special education needs assessment project. This project was coordinated by a state consultant in special education. The purpose of the needs assessment project was to assess consumer needs, vendor services, available resources, delivery strategies, and program outcomes for Idaho's exceptional children.

The resource system was to be an interpreted activity under one State plan, but jointly operated by two directors: one for the RSEIMCs and one for the Outreach Project. The program therefore operated under shared objectives and purposes. The general aims of the combined activity included:

Training Services

Demonstrate instructional materials.
Train teachers to utilize materials.
Train teachers, parents, and others in methodology, diagnosis, prescription, and identification.
Train university personnel, administrators, and others in support systems and resources available.

Identification/Diagnosis Services

Assist local personnel in identifying and diagnosing exceptional children.
Locate, develop, and disseminate needed identification and diagnostic instruments.

Prescription/Programs Services

Assist local personnel in developing

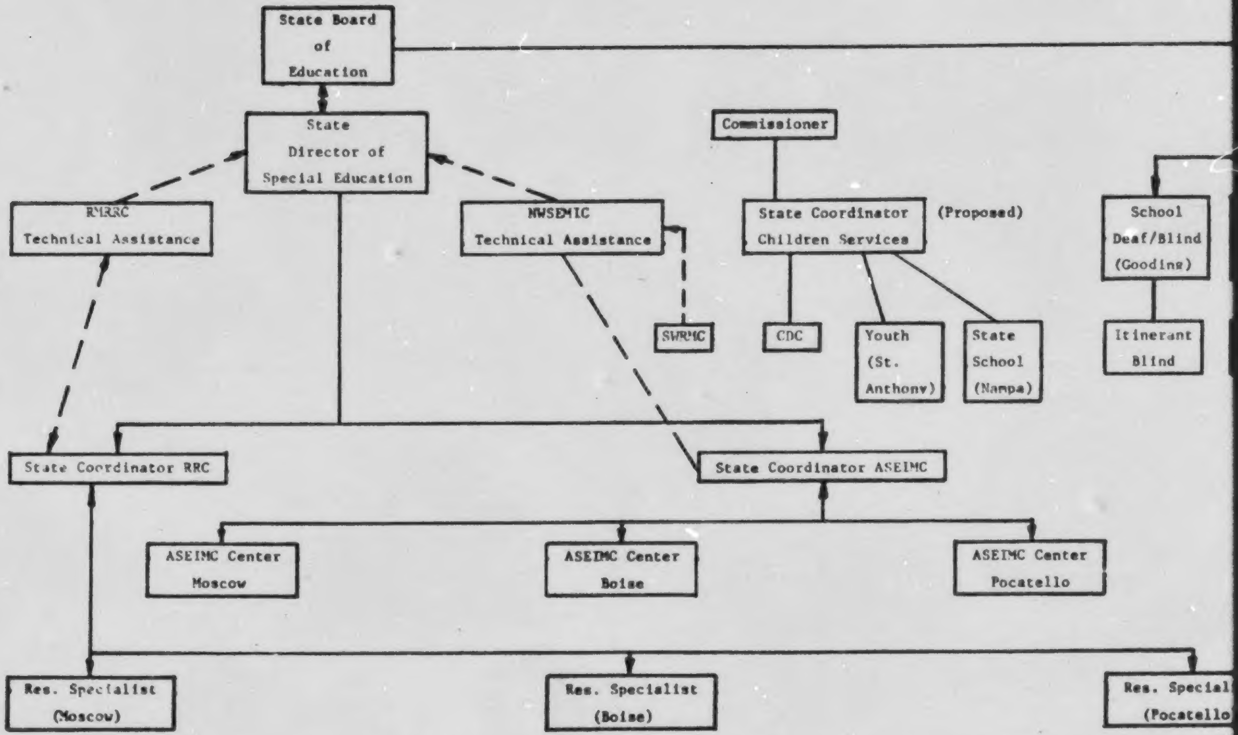

Fig. 2.1 Idaho State Administration of Resource Support Systems (Proposed State Plan, 1974-75)

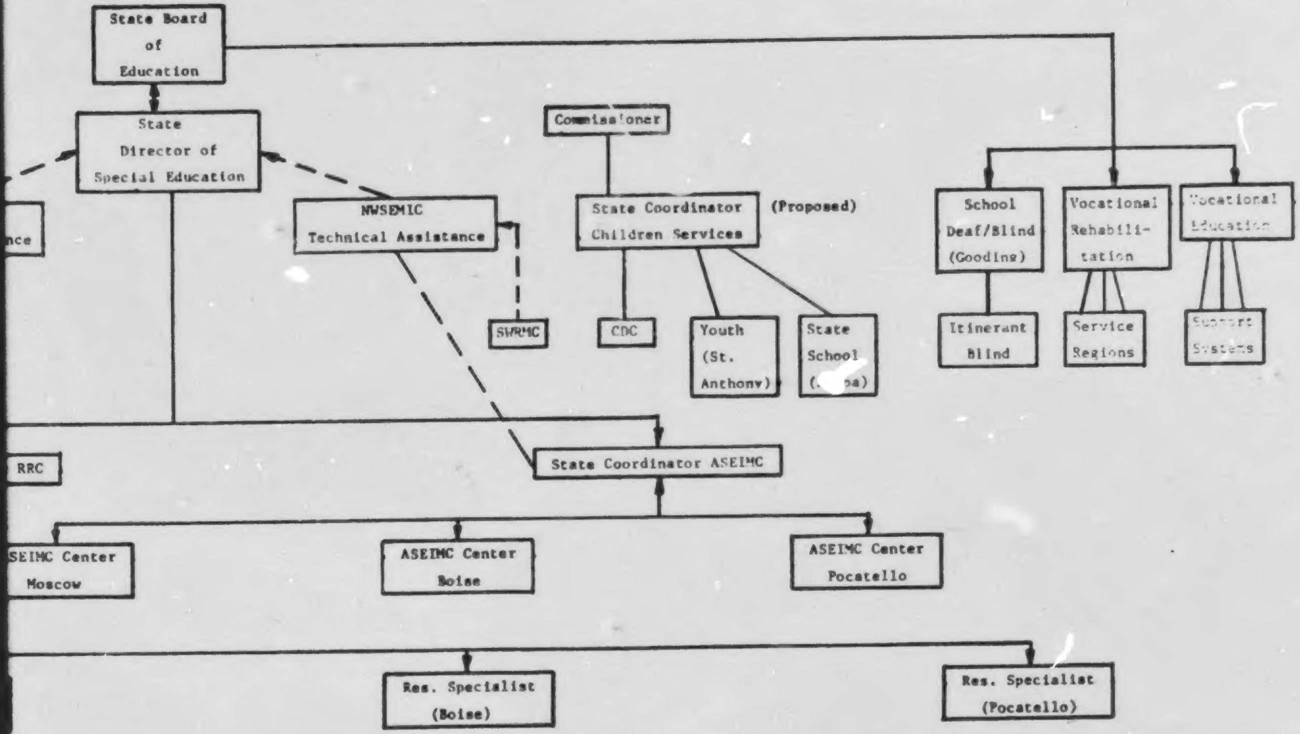

Fig. 2.1 Idaho State Administration of Resource Support Systems (Proposed State Plan, 1974-75)

educational prescriptions and in developing programs and utilizing instructional materials.

Develop, demonstrate, and evaluate needed service models.

Management

Develop, implement, and maintain a management information system.

Outreach Program Outline 1972-73

During spring and summer, 1972, the Idaho State Department of Education and the Rocky Mountain Regional Resource Center (RMRRC) initiated plans for the coordination of the special education needs assessment to collect the data described above in order to begin to plan for the implementation of quality services for all exceptional children.

On November 1, 1972, the Idaho State Department of Education entered into a subcontract with the RMRRC to plan and initiate the needs assessment. A sum of $50,000 was included in the subcontract, to be used in carrying out this project. Dr. Judy A. Schrag was hired to design and implement the project and to coordinate its activities.

The purpose of the first year was to establish a better data base for planning, to publicize the resource system, and to establish a system for remediating the problems observed. A plan was developed and a large list of objectives developed to guide the project. The following outline summarizes the program and its structure and purpose.

1. To determine an incidence of exceptional children within school districts and communities selected by a stratification and randomization process, sixty (60) school districts of the state's 115 school districts were sampled (187 schools). Additional data from all school districts having speech and hearing pathologists was obtained concerning all children screened and diagnosed as speech and hearing handicapped. All data were coded for statistical computer analysis.

2. A directory of services for exceptional children was revised by the Idaho project in cooperation with the Idaho Office of Child Development to determine gaps in service and possible overlaps on a state-wide basis of coverage.

3. All special education teachers in the state (264 total) were contacted to ascertain the needs perceived and type of service provided by special education teachers to handicapped children and their parents. Future efforts in this regard will include public school, agency and university administrators and supervisors.

4. A manpower study was done by contacting the three institutions for higher education providing special education teachers to determine the extent of current and expected available personnel to serve exceptional children and the adequacy of training resources to meet the manpower needs required by mandatory special education laws recently passed in Idaho.

5. A split random sample of 400 parents and exceptional children from across the state was selected to determine consumer satisfaction with the present service delivery system provided for handicapped children in Idaho and possible satisfaction with new alternatives.

6. Applicable on a state-wide basis were two additional studies:

   a. determine alternative funding patterns which are compatible with program alternatives for serving all handicapped children in the state, and

   b. determine legislative considerations necessary to implement various training, programming and finance pattern alternatives.

During the first two months of operation, the project coordinator made verbal and written contact with all other states requesting specific information and/or publications concerning any needs assessment activities and information concerning service delivery systems for exceptional children. An ERIC and CEC information search were also made to review any other specific needs assessments and state planning activities to serve exceptional children in rural areas.

In addition, all available Idaho demographic studies and special education incides and causality studies previously conducted in Idaho were collected and summarized. The above information served as input to the Idaho Outreach Coordinator to determine various parameters to be selected within the scope of a needs assessment tailormade to Idaho's needs. A set of universal questions to be answered by the special education needs assessment study was determined in order to establish pertinent project objectives and subsequent data collection activities and final report writing.

A key approach to the analysis of needs was the consideration of the barriers to the provision of sources shown in Figure 2.2 Based on an analysis of these barriers and of the data base gathered, a work flow plan was developed and is shown in Figure 2.3. A second analysis was undertaken to insure the work plan was reflective of the objectives and to determine the key parameters that might influence the outcome. The key parameters identified in this study include:

1. Location of human resources within Idaho for exceptional children.
2. Identification of handicapped children not presently being served.
3. Establishment of incidence figures of exceptional children.
4. Identification of potential or existing preparation programs to produce personnel to serve handicapped children over the past five years and expected potential over the next five years.
5. Information concerning organizational patterns of delivery including availability and utilization of services.

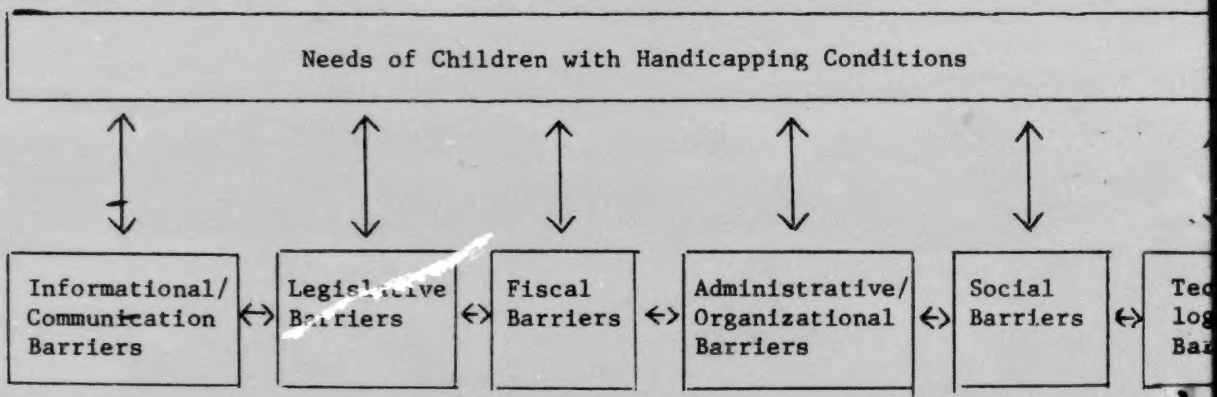
Needs of Children with Handicapping Conditions
Informational/ Communication Barriers
Legislative Barriers
Fiscal Barriers
Administrative/ Organizational Barriers
Social Barriers
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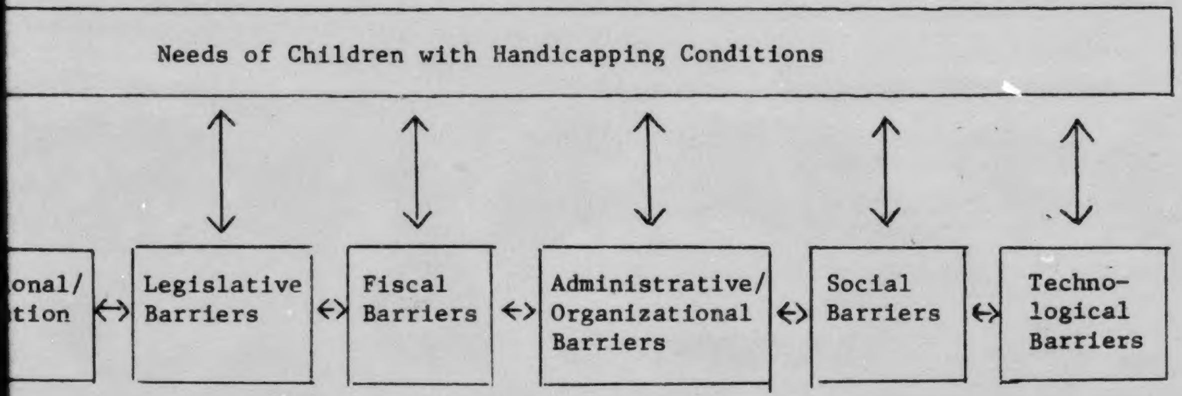
Fig. 2.2

POTENTIAL BARRIERS AFFECTING THE AMELIORATION OF THE NEEDS OF CHILDREN WITH HANDICAPPING CONDITIONS


Needs of Children with Handicapping Conditions
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Legislative Barriers
Fiscal Barriers
Administrative/ Organizational Barriers
Social Barriers
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Fig. 2.2

POTENTIAL BARRIERS AFFECTING THE AMELIORATION OF THE NEEDS OF CHILDREN WITH HANDICAPPING CONDITIONS

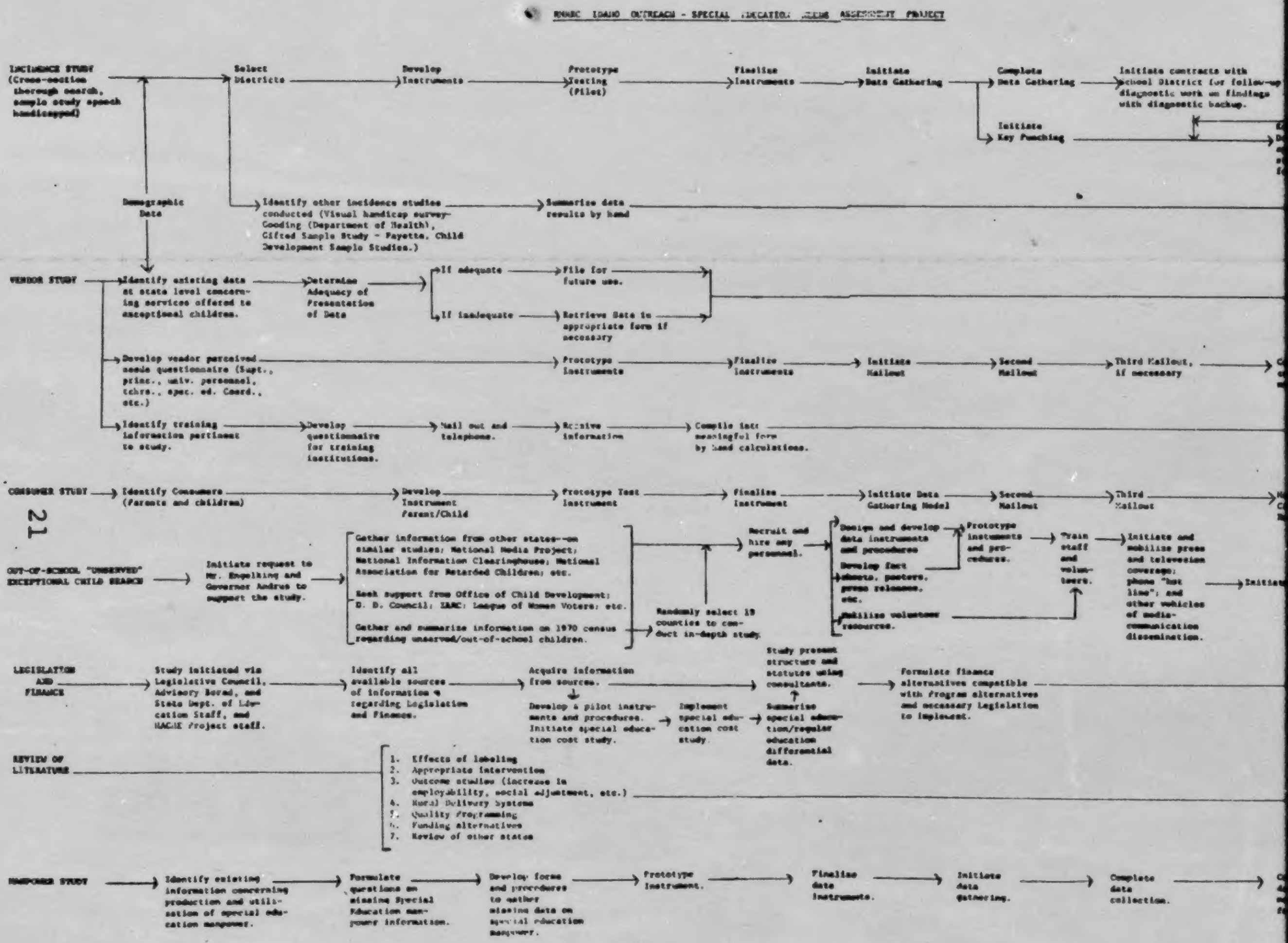
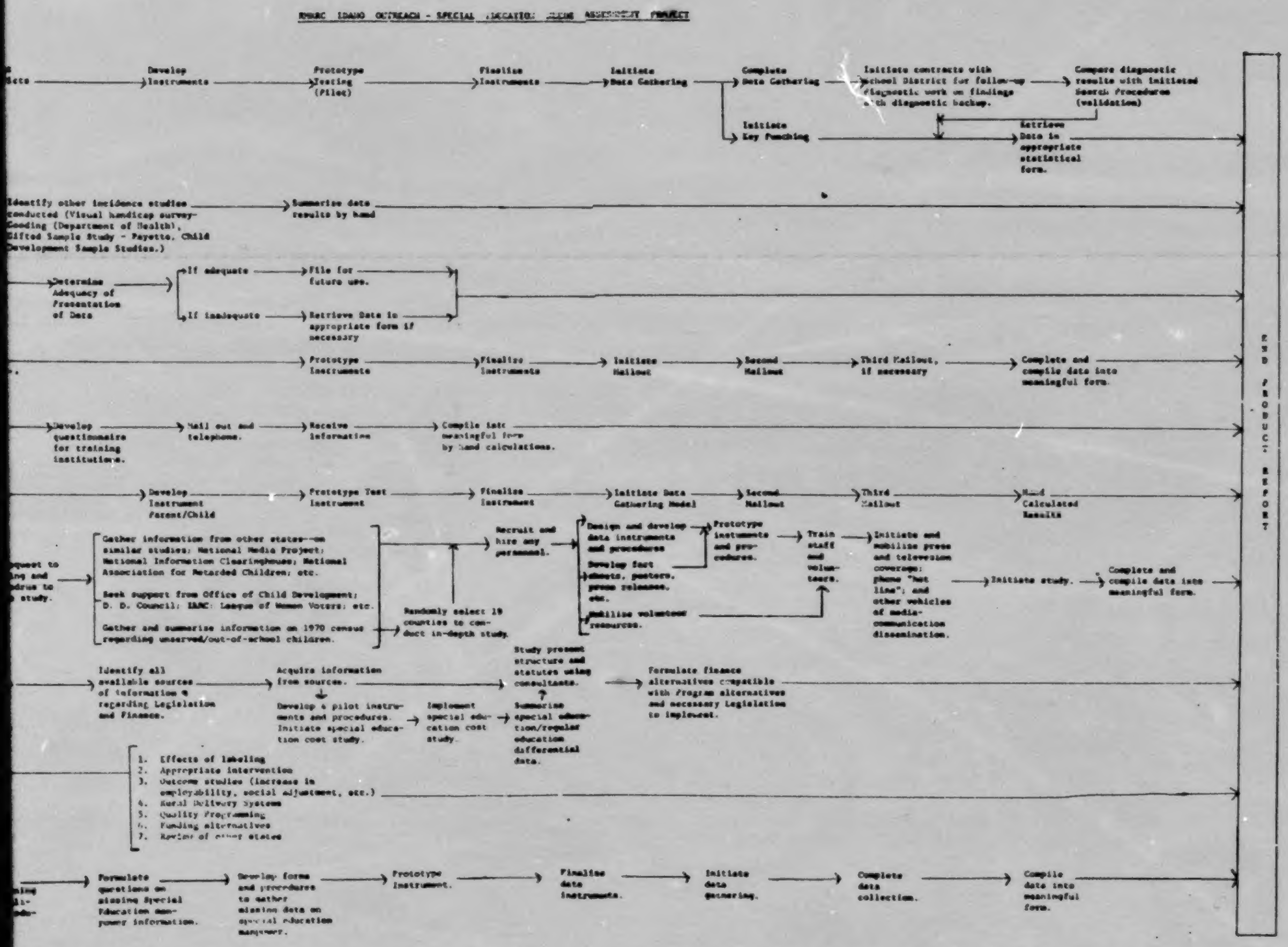

RMRRC IDAHO OUTREACH - SPECIAL EDUCATION NEEDS ASSESSMENT PROJECT
INCIDENCE STUDY (Cross-section thorough search, sample study speech handicapped)
Select Districts
Develop Instruments
Prototype Testing (Pilot)
Finalize Instruments
Initiate Data Gathering
Complete Data Gathering
Initiate contracts with School District for follow-up diagnostic work on findings with diagnostic backup.
Initiate Key Punching
Demographic Data
Identify other incidence studies conducted (Visual handicap survey-Gooding (Department of Health), Gifted Sample Study - Payette, Child Development Sample Studies.)
Summarize data results by hand
VENDOR STUDY
Identify existing data at state level concerning services offered to exceptional children.
Determine Adequacy of Presentation of Data
If adequate
File for future use.
If inadequate
Retrieve Data in appropriate form if necessary
Develop vendor perceived needs questionnaire (Supt., princ., univ. personnel, tchrs., spec. ed. Coord., etc.)
Prototype Instruments
Finalize Instruments
Initiate Mailout
Second Mailout
Third Mailout, if necessary
Identify training information pertinent to study.
Develop questionnaire for training institutions.
Mail out and telephone.
Receive information
Compile into meaningful form by hand calculations.
CONSUMER STUDY
Identify Consumers (Parents and children)
Develop Instrument Parent/Child
Prototype Test Instrument
Finalize Instrument
Initiate Data Gathering Model
Second Mailout
Third Mailout
OUT-OF-SCHOOL "UNSERVED" EXCEPTIONAL CHILD SEARCH
Initiate request to Mr. Engelking and Governor Andrus to support the study.
Gather information from other states--on similar studies; National Media Project; National Information Clearinghouse; National Association for Retarded Children; etc.
Seek support from Office of Child Development; D. D. Council; IARC; League of Women Voters; etc.
Gather and summarize information on 1970 census regarding unserved/out-of-school children.
Randomly select 19 counties to conduct in-depth study
Recruit and hire any personnel.
Design and develop data instruments and procedures
Develop fact sheets, posters, press releases, etc.
Mobilize volunteer resources.
Prototype instuments and procedures.
Train staff and volunteers.
Initiate and mobilize press and television coverage; phone "hot line"; and other vehicles of media-communication dissemination.
Initiat
LEGISLATION AND FINANCE
Study initiated via Legislative Council, Advisory Borad, and State Dept. of Education Staff, and NACSE Project staff.
Identify all available sources of information regarding Legislation and Finance.
Acquire information from sources.
Develop a pilot instruments and procedures. Initiate special education cost study.
Implement special education cost study.
Study present structure and statutes using consultants.
Summarize special education/regular education differential data.
Formulate finance alternatives compatible with Program alternatives and necessary Legislation to implement.
REVIEW OF LITERATURE
1. Effects of labeling
2. Appropriate intervention
3. Outcome studies (increase in employability, social adjustment, etc.)
4. Rural Delivery Systems
5. Quality Programming
6. Funding alternatives
7. Review of other states
MANPOWER STUDY
Identify existing information concerning production and utilization of special education manpower.
Formulate questions on missing Special Education manpower information.
Develop forms and procedures to gather missing data on special education manpower.
Prototype Instrument.
Finalize data instruments.
Initiate data gathering.
Complete data collection.

Fig. 2.3 RMRRC Idaho Outreach-Special Education Needs Assessment P


RMRRC IDAHO OUTREACH - SPECIAL EDUCATION NEEDS ASSESSMENT PROJECT
Data
Develop Instruments
Prototype Testing (Pilot)
Finalize Instruments
Initiate Data Gathering
Complete Data Gathering
Initiate contracts with School District for follow-up diagnostic work on findings with diagnostic backup.
Compare diagnostic results with initiated Search Procedures (validation)
Initiate Key Punching
Retrieve Data in appropriate statistical form.
Identify other incidence studies conducted (Visual handicap survey-Gooding (Department of Health), Gifted Sample Study - Payette, Child Development Sample Studies.)
Summarize data results by hand
Determine Adequacy of Presentation of Data
If adequate
File for future use.
If inadequate
Retrieve Data in appropriate form if necessary
Prototype Instruments
Finalize Instruments
Initiate Mailout
Second Mailout
Third Mailout, if necessary
Complete and compile data into meaningful form.
Develop questionnaire for training institutions.
Mail out and telephone.
Receive information
Compile into meaningful form by hand calculations.
Develop Instrument Parent/Child
Prototype Test Instrument
Finalize Instrument
Initiate Data Gathering Model
Second Mailout
Third Mailout
Hand Calculated Results
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study.
Gather information from other states--on similar studies; National Media Project; National Information Clearinghouse; National Association for Retarded Children; etc.
Seek support from Office of Child Development; D. D. Council; IARC; League of Women Voters; etc.
Gather and summarize information on 1970 census regarding unserved/out-of-school children.
Randomly select 19 counties to conduct in-depth study.
Recruit and hire any personnel.
Design and develop data instruments and procedures
Develop fact sheets, posters, press releases, etc.
Mobilize volunteer resources.
Prototype instuments and procedures.
Train staff and volunteers.
Initiate and mobilize press and television coverage; phone "hot line"; and other vehicles of media-communication dissemination.
Initiate study.
Complete and compile data into meaningful form.
Identify all available sources of information regarding Legislation and Finance.
Acquire information from sources.
Develop a pilot instruments and procedures. Initiate special education cost study.
Implement special education cost study.
Study present structure and statutes using consultants.
Summarize special education/regular education differential data.
Formulate finance alternatives compatible with Program alternatives and necessary Legislation to implement.
1. Effects of labeling
2. Appropriate intervention
3. Outcome studies (increase in employability, social adjustment, etc.)
4. Rural Delivery Systems
5. Quality Programming
6. Funding alternatives
7. Review of other states
Formulate questions on missing Special Education manpower information.
Develop forms and procedures to gather missing data on special education manpower.
Prototype Instrument.
Finalize data instruments.
Initiate data gathering.
Complete data collection.
Compile data into meaningful form.
END PRODUCT REPORT

3 RMRRC Idaho Outreach-Special Education Needs Assessment Project

6. Effectiveness of delivery, gaps, weaknesses, and overlaps.

7. Follow-up information on graduates of programs for exceptional children.

8. Consumer information concerning demand and satisfaction of services to handicapped children (community, parents, and children).

The work was implemented, instrumentation developed, and data collection initiated. Due to the late initiation of the contract relative to the 1972-73 school year the work actually continued into the 1973-74 school year with the second year's effort also under RMRRC sponsorship. The following subsection discusses the cumulative results of the first set of objectives before considering the second year's effort.

Outcomes Project Outreach-Idaho 1972-73

Objective I involved an incidence study of exceptional children in 60 randomized school districts and communities. Data collected from this study provided the information found in Table 2.1. The table also presents national incidence data for comparison.

It can be noted by the data, approximately 16.8 percent of the Idaho schoolage population was identified as exceptional. It must be cautioned that the above percentage figures represent only 75 percent of total data collected. After all data have been statistically analyzed, a more thorough discussion of the numbers and kinds of exceptional children will be available in statewide, as well as in regional breakdowns. Incidence data will also be correlated with state and regional demographic data in order to discuss factors contributing to handicapping conditions.

Objective II involved documentation of services presently available to exceptional children in Idaho and possible future alternatives needed to implement mandatory special education.

Figure 2.4 shows the growth in the number of school districts offering some type of special

Table 2.1 A Comparison of Idaho and National Incidence Figures of Exceptional/Handicapped Children

	Idaho % Estimates	Dunn & Mackie % Estimates
Visually Handicapped	.4%	.2%
Auditory Handicapped	.6%	1.5%
Crippled/Orthopedically Handicapped	N.A.	1.5%
Speech Handicap	1.9%	2.0%
Specific Health Problem	N.A.	1.5%
Emotionally Disturbed or Socially Maladjusted	2.9%	2.0%
Gifted	1.5%	2.0%
Mentally Retarded	*2.7%	2.0%
Specific Learning Disability	**6.1%	N.A.
Physically Handicapped	.7%	N.S.
TOTAL	16.8%	12.7%

*Data from several Child Development Centers still outstanding.

**Thorough testing on many children reported as Learning Disabled was unavailable.

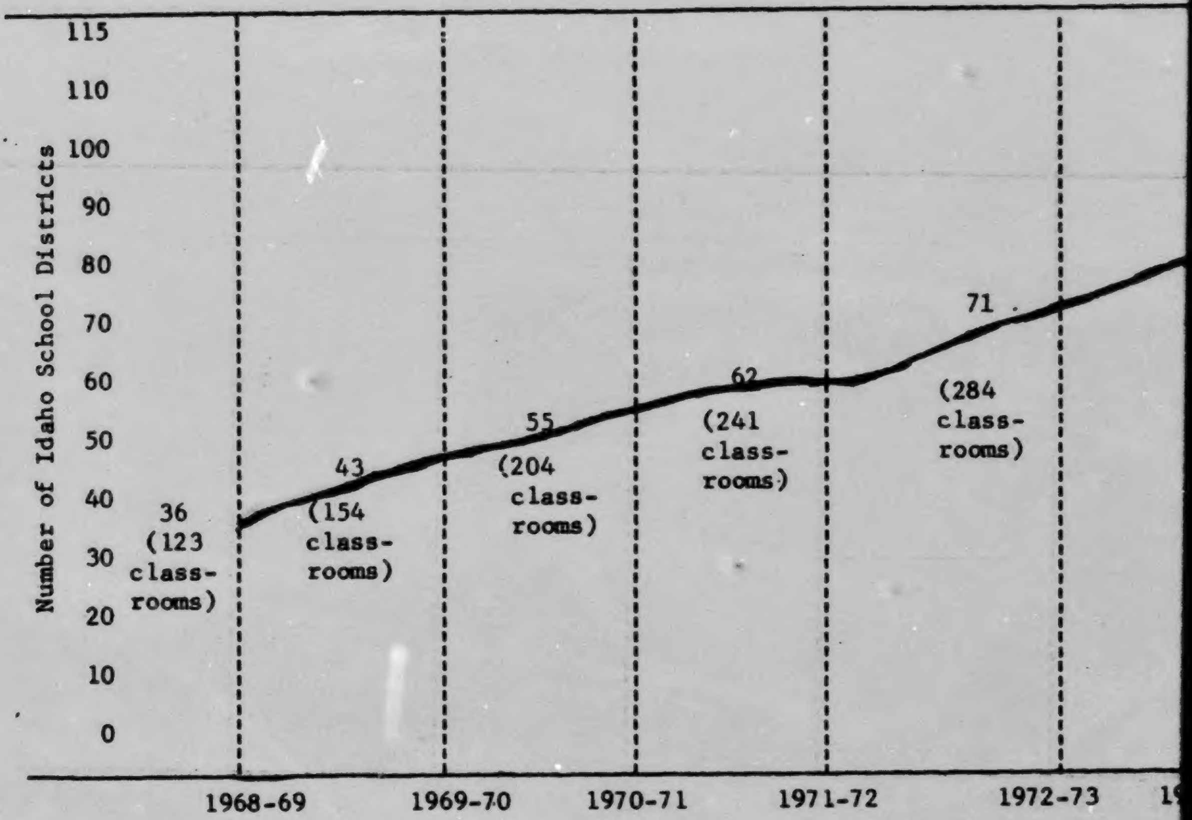
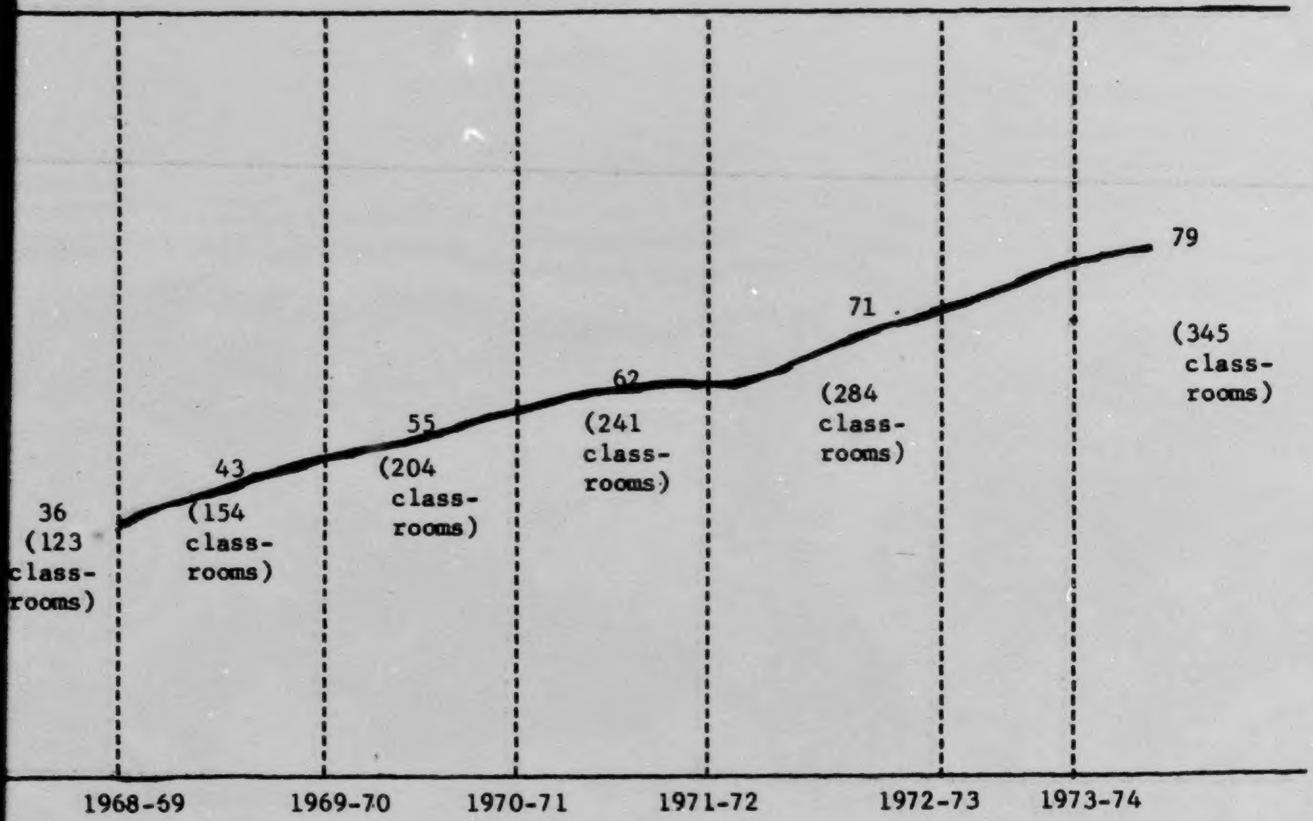


Fig. 2.4 Number of School Districts Offering Special Education Programs Ove
Years Within Single or Multi-District Administrative Units.



.4 Number of School Districts Offering Special Education Programs Over the Last Six Years Within Single or Multi-District Administrative Units.

education services over the last five years. As can be seen by this chart, 36 districts were offering special education services in 1968-69 compared to 71 in 1972-73. By comparison, 70 districts were offering special education programs during the current 1973-74 year. It must be noted that these figures indicate quantity rather than indicating quality. School districts indicated as offering special education services are not necessarily serving all children projected to be exceptional within their district.

Figure 2.5 shows the availability of special education classes as related to size of the district during the 1973-74 school year. This chart indicates that 100 percent of very large school districts are offering special education services as compared to 91 percent of large, 87 percent of medium, 44 percent of small, and 22 percent of very small school districts. The data point out the need for the development of special education services within small, rural districts with fewer numbers of exceptional children to educate. This may imply differences in training and logistical arrangements in order to provide appropriate services.

School districts offering special education services are not necessarily serving all children projected to be exceptional within their districts. It is estimated that approximately 50-55 percent of Idaho's projected number of exceptional children are presently being served in local school district special education classes, speech and hearing services, contractual arrangements with Child Development Centers, Mental Health Centers, and other public and private agencies, and state institutions such as Gooding State School for Deaf and Blind, Nampa State School, and the St. Anthony Training School. If mandatory special education were to be fully implemented, all 115 school districts would be serving all resident exceptional children within their district or on a contractual basis.

Education of handicapped children is expensive, compared to the costs of educating normal children. Within this constraint it became necessary to determine if Idaho's funding base is adequate to support necessary special education programs particularly in medium, small, and very small rural school districts. To determine if it was possible to develop

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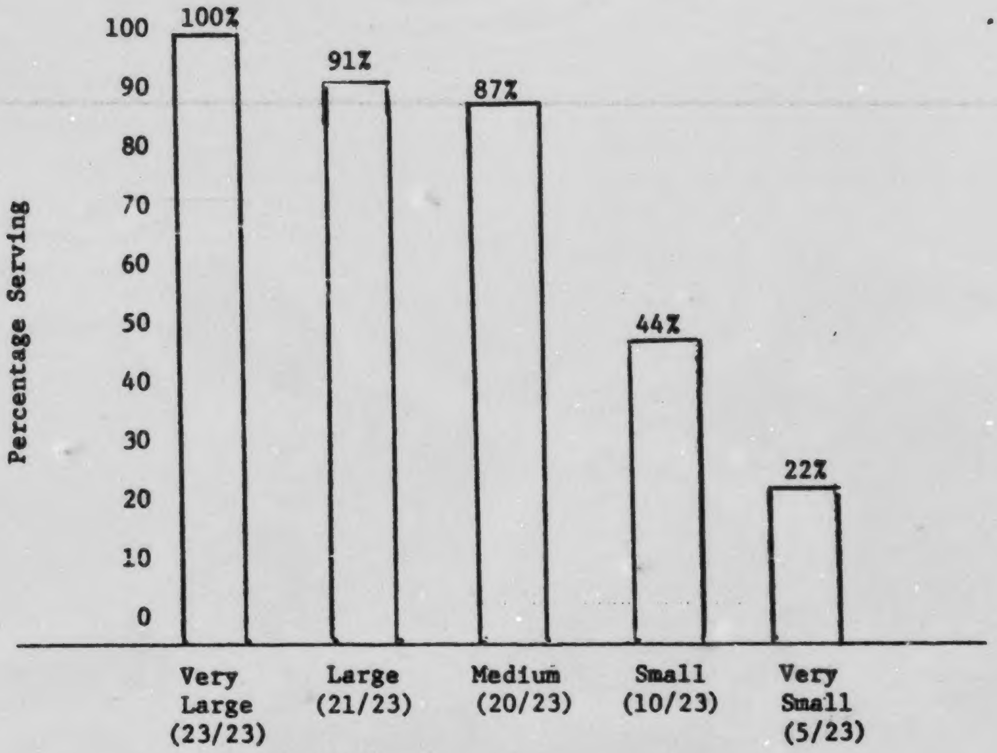

Fig. 2.5 Size of District Related to Availability of Special Education Classes, 1973-74 in Idaho

an adequate special education finance pattern which will provide a supportive environment for the development of quality special education programs, as well as, to fully implement mandatory special education, Senate Bill No. 1362 was supported by the State Department of Education. A major effort by the coordinator during the hearings period was made to support this legislation by communicating special education needs to the Senate and House Education Committees. The data collected by the Outreach effort provided the information.

The Idaho resource coordinator also provided some input in the development of amendments to the Idaho exceptional child statutes. These amendments provide for consumer feedback (advisory council) to state planning for the handicapped/exceptional, as well as the right of due process for parents of handicapped/exceptional children.

In order to implement mandatory special education, qualified persons must be available to teach handicapped children. Figure 2.6 shows the growth rate of special education teachers over the last six years. The mean growth of all special education teachers over the last six years was 44 teachers. The mean growth of new special education teachers for these six years was 16 teachers. Approximately half of these teachers were trained by university training institutions within the state (Figure 2.7). It appears that the states that contribute the greatest number of special education teachers for Idaho include Colorado, Washington, and Utah. Approximately half of Idaho's special education teachers, trained in either in-state or out-of-state institutions, teach for one or two years and then leave special education teaching positions (graphically depicted in Figure 2.8).

Reasons for leaving special education jobs vary and include higher salaries, retirement and death, advancement to supervisory positions, returning to regular education, etc. At the present time all teachers having taught one or two years and leaving Idaho special education positions are being contacted so that further information can be obtained concerning reasons for leaving. This information should be available soon for review.

There is a direct relationship between the number

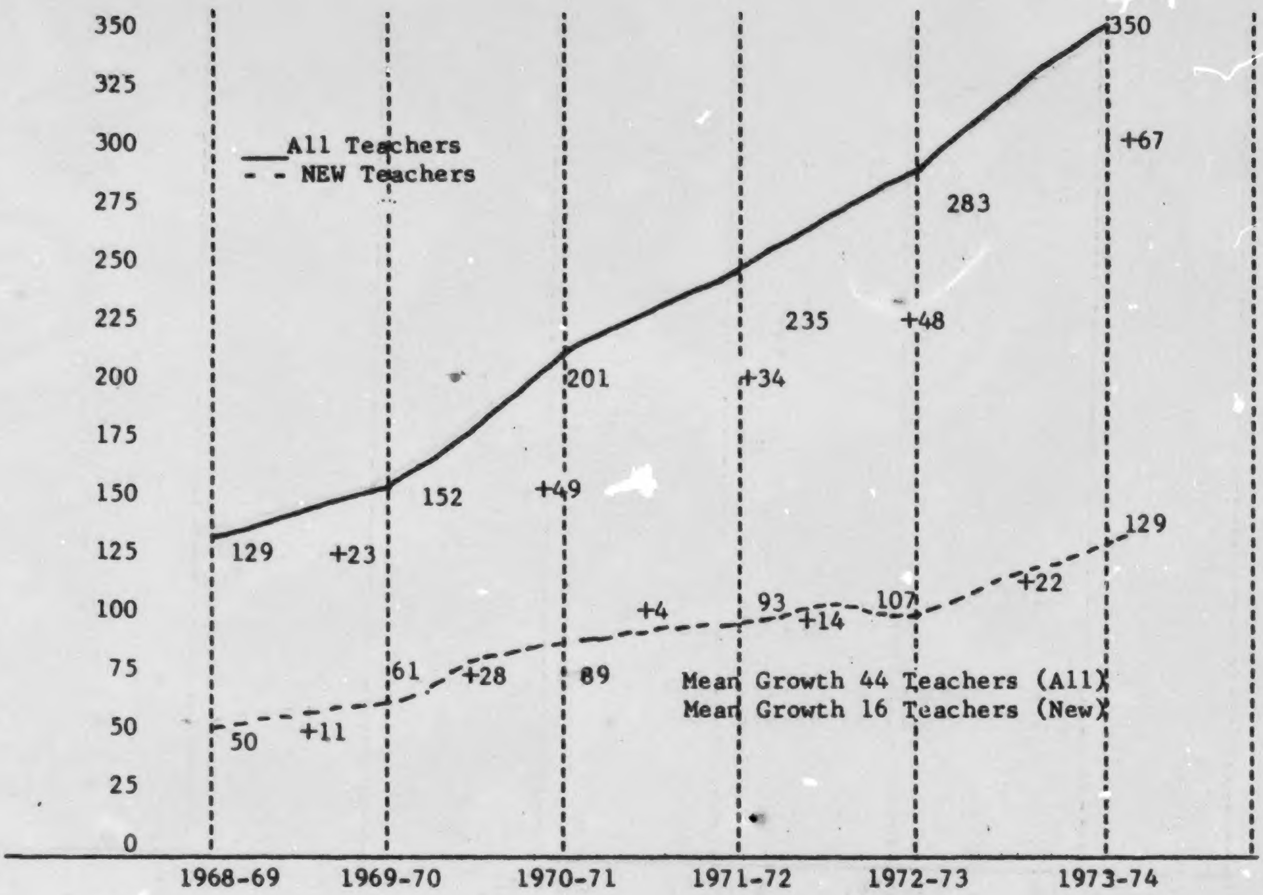

Fig. 2.6 Growth Rate of Special Education Teachers in Idaho (1968-1974).

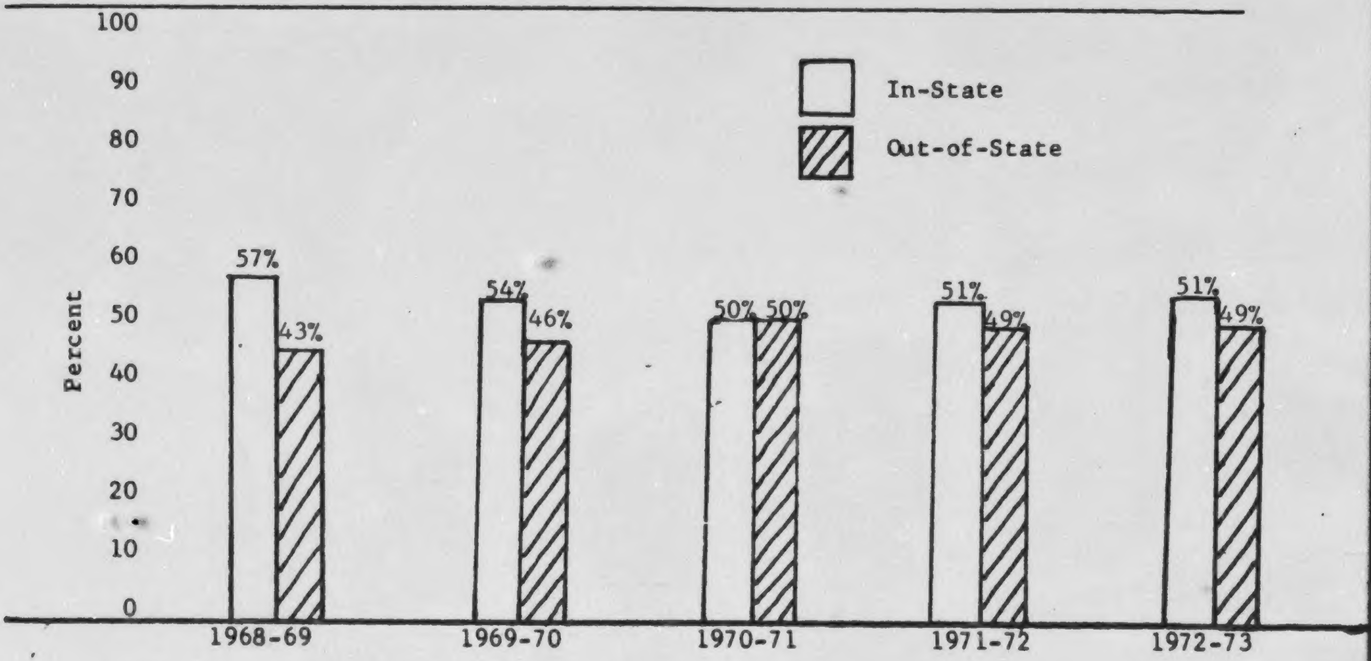

Fig. 2. 7 Manpower Training Resources of Idaho's Special Class Teachers

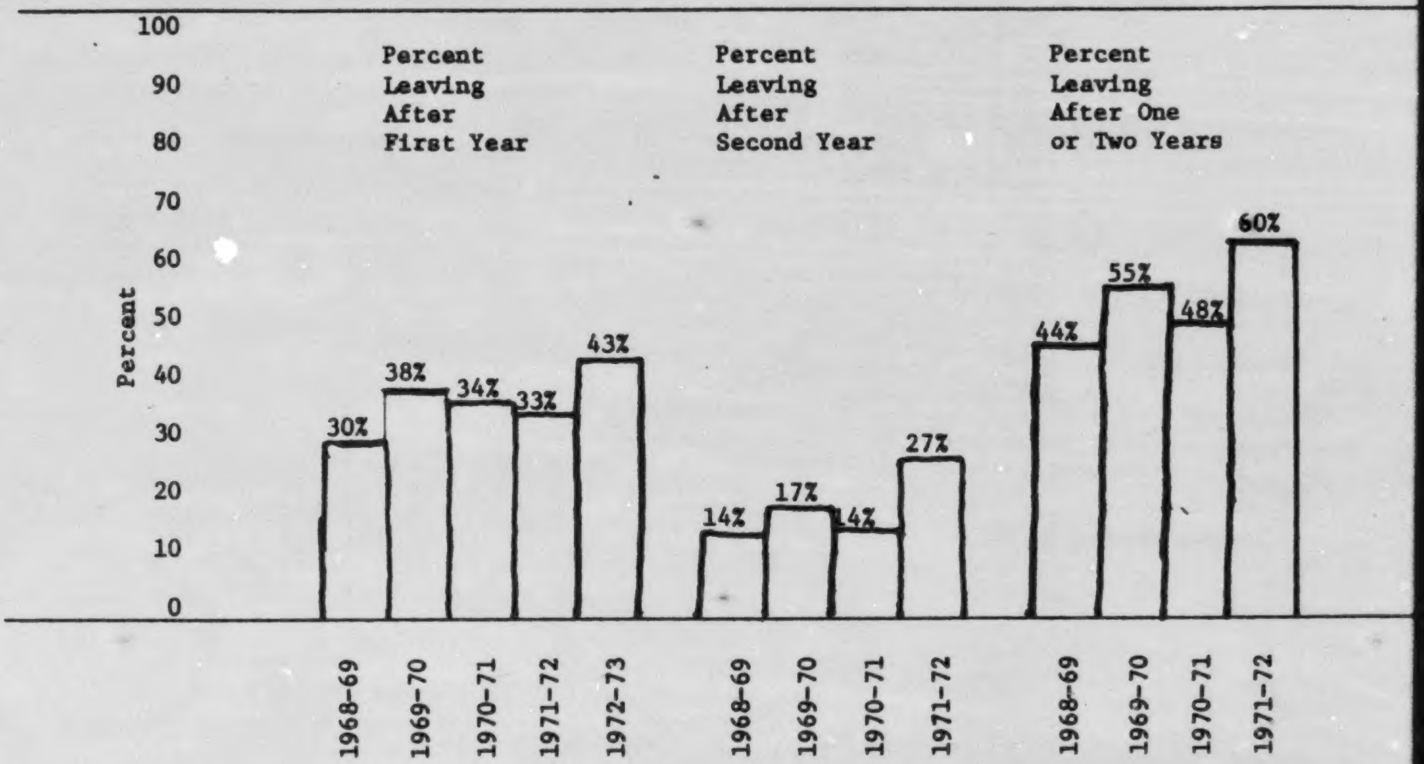

Figure 2.8 Percent of New Teachers Leaving Special Education Positions After Attaining One and Two Years of Experience.

of teachers available and the number of children that can be served. Figure 2.9 presents the percentages of projected numbers of exceptional children being served in special education programs in each of the last five years. These figures are based on a 9 percent and 12 percent incidence figure (excluding speech handicapped). During 1968-69, it is estimated that 6-8 percent of the total projected number of handicapped children in Idaho were being served in 123 classrooms. During 1970-71, about 13-17 percent of all exceptional children were served in 204 classrooms. During 1972-73, approximately 22-29 percent of the estimated numbers of exceptional children were being served in special education classrooms. If this rate of growth were to continue during the next few years, it is estimated that full implementation of mandatory special education should occur between 1983-1990. The data point out the need for gearing up and increasing the services available to exceptional children, as well as the necessity for inter-agency coordination, such as with regional Child Development Centers, mental health centers, and other state agencies and institutions.

Besides special education teachers, other qualified personnel are needed to support the development of quality programs for exceptional children. Section 33-2003, Idaho Code, states that no child shall be enrolled or placed in any special education class unless he has received a comprehensive evaluation. Such comprehensive evaluations require the services of supportive personnel such as psychologists, social workers, and speech and hearing pathologists. As a result of the Diana and the Pennsylvania Association for Retarded Children litigation cases, there is a growing concern of possible violations of due process rights in the identification and placement or nonplacement in an appropriate educational program. Any adjustment of a child's educational program is a serious matter and should be carefully evaluated by competent multi-disciplinary personnel.

Figure 2.10 shows the growth of ancillary personnel over the last five years. As can be seen by this chart, during the 1968-69 school year there were 3 social workers in 1 school district; 16 psychologists in 11 school districts; and 23 speech and hearing pathologists in 16 school districts. During 1973-74, ancillary personnel had increased to

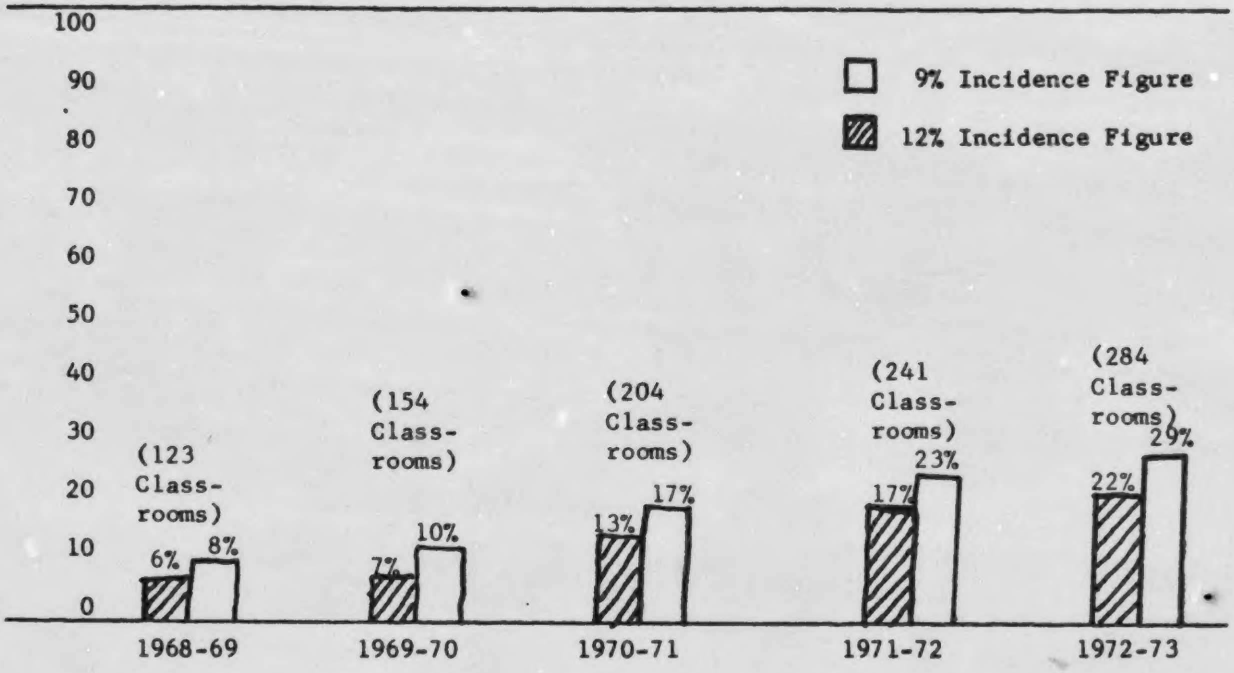

Fig. 2.9 Percentage of Projected Numbers of Exceptional Children being Served in Special Education Programs in Idaho (based on 9% and 12% national incidence figure*).

*Excluding speech handicapped.

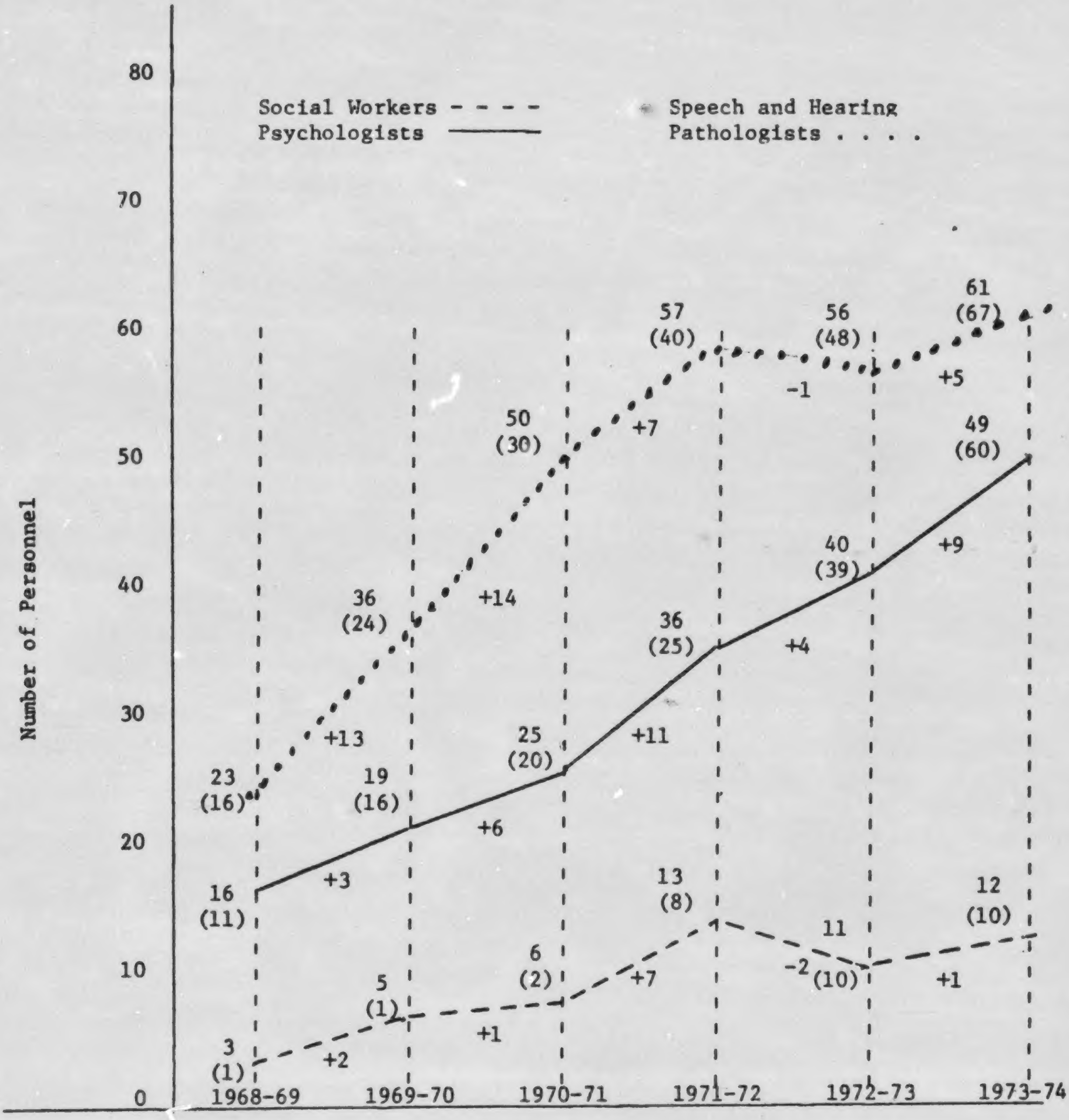

Fig. 2.10 Growth of Ancillary Personnel Working With Idaho Exceptional Children

* Figures in ( ) indicate numbers of school districts employing ancillary personnel.

12 social workers in 10 school districts; 49 psychologists in 60 school districts; and 61 speech and hearing therapists in 67 school districts. However, when all ancillary personnel are combined, there are only 122 speech and hearing pathologists, psychologists, and social workers serving exceptional children during the 1973-74 school year. It would seem that significantly increased numbers of such personnel will be needed during the next five years, as special education programs are developed in all 115 school districts in Idaho.

Because of the data indicating a shortage of special education manpower to fully implement mandatory special education and the high attrition rate of Idaho's special education teachers, efforts have been initiated to review the present special education manpower certification requirements. The Idaho Outreach staff currently contacted all states for information concerning special education certification--particularly in the area of competency based certification. Preliminary plans have been initiated to review Idaho's certification requirements with the university teacher training institution personnel so that recommendations for changes can be made.

The preceding data was representative of the data collected and the uses of the information. Additional activities were combined with these reported to produce the results indicated, but for the sake of brevity are not included. The results presented show the active involvement of the Outreach program in bringing more services to handicapped children by providing the State Department of Education and the legislature an adequate picture of need. Impact accordingly was made on all special education from that point onward.

Phase II - Idaho Outreach

The second phase of the Idaho Outreach project was to continue and complete the needs assessment activity initiated under Phase I. The data presented in the preceding subsection included the related findings from Phase II. The second phase was to continue to assess consumer needs, vendor services, resources, delivery strategies, and program outcomes relating to exceptional children. At the end of the first contract period, approximately $46,800 was expended in order to achieve major project goals. At the beginning of the 1973-74 year, parameters to be included in the needs assessment were being developed and included: (1) location of human resources available within the State of Idaho for handicapped learners; (2) identification of handicapped children not presently being served; (3) establishment of incides of all handicapped children (served and unserved); (4) identification of potential or existing preparation programs to produce personnel to serve handicapped children over the past five years and expected potential over the next five years; (5) information concerning organizational patterns of delivery including availability and utilization of services; (6) effectiveness of delivery, gaps, weaknesses, and overlaps; (7) follow-up information on graduates of programs for exceptional children; (8) and consumer information concerning demand and satisfaction of services to handicapped children (community, parents, and children). Three resource specialists were employed to initiate data collection procedures in randomly-selected school districts and communities in Idaho.

From the data gathered through the assessment program the Outreach component identified some responses to need that it felt should be addressed by Phase II. The process was a need-reduction sequence in which Phase II would seek remediative solutions to needs. The responses were categorized for convenience by the outreach programs as training, service, and research components. Idaho Outreach proposed to address these components in the following ways:

The *training* component will be directed toward the needs of severely handicapped children uncovered during the final phases of the needs assessment and will be initiated through appropriate training models aimed at meeting specific local, state, or regional needs. The *service* portion of phase two will involve the investigation and initiation of a homebound model for small, rural isolated districts unable to provide services for severely handicapped children. For our purposes, severely handicapped children will be defined as those who have demonstrated an inability to function within the educational opportunities afforded by the school districts or because of the severity of the handicap have not been permitted to enter the educational system. The *research* component will involve completion of the needs assessment and the development of a uniform data gathering and retrieval system throughout the state to provide for program planning, continuity of services, evaluation, monitoring, tracking and longitudinal research concerning severely handicapped children in Idaho.

In preparation for initiating the homebound program, information was collected on the need for such an effort. During the 1972-73 school year, there were 36 programs for severely handicapped children in the Idaho service pattern. Available data concerning the quality of these programs in terms of student outcomes (social adjustment, self-help skills, employability, etc.) are minimal but suggest that improvement of quality program elements is needed. The training portion of Phase II will act as an input and stimulation mechanism to initiate, improve, and multiply quality services for severely handicapped children throughout the State of Idaho.

Preliminary information collected during the current phase and in previous incides studies conducted within the state indicates that there are approximately 1,010 children in Idaho who are severely handicapped and not receiving services through their local school district. It is the purpose of the service component of this proposal to demonstrate the feasibility of initiating a homebound model over a regional area to provide services for severely handicapped children who are not presently receiving services through their local school district. It is anticipated that this service model will be, in part, disseminated through training component cluster workshops to be conducted throughout the state.

As the staff of Outreach Idaho began the second year's work, it became apparent that the plan for initiating services to homebound children would require more staff time and more money than were available. The ambitious needs assessment begun the first year was not yet completed, and the data from the needs assessment were needed to design a long-range delivery system for serving all handicapped children in Idaho. After consultation with the RMRRC director and regional resource coordinator, the Outreach staff and the state director of special education felt the most impact with the limited staff and funds would be realized if the needs assessment were completed. To attempt to address both programs would have diluted results from both. Accordingly, changes were made in the subcontract and the homebound program was deleted.

The Phase I assessment survey indicated that some duplication of effort and lack of continuity of service often occurred between the state departments serving the handicapped and that insufficient information was available for planning, evaluation, and allocation of resources. The research component was to work towards the development of a uniform data gathering and retrieval system throughout the state as a mechanism for centralization of information and program management. This data gathering and retrieval system was to confine itself initially to the population of severely handicapped school-age children.

A literature search was conducted and several potentially useable systems were located. The Phase II work would evaluate these information systems relative to Idaho needs and its available resources. From this information base a system for Idaho would be designed.

During Phase I fairly precise data were gathered regarding the numbers and kinds of exceptional children in schools and communities; however, it was felt that very little data was available for that group of children with physical, mental, or emotional handicaps excluded and out of school. According to the 1970 census data, Idaho ranked approximately 11th among states in numbers of children out of school. Many of these children are handicapped. Therefore, one last activity was planned--Idaho Project Child Find. Idaho Child Find lasted one month (May, 1974); a mass-media campaign to locate and identify children out of school was conducted. As of April 30, 1974, the following Idaho Child Find activities had been planned:

1. Governor Andrus and Mr. Engelking, State Superintendent of Public Instruction, will declare May as Idaho Child Find Month.

2. A mass-media campaign will be launched throughout the State.

3. An in-depth search of out-of-school children will be conducted in 19 randomly-selected

counties as shown in Figure 2.11.

4. Five coordinators will be hired to supervise Idaho Child Find.

5. Over 200 volunteers will be mobilized to help carry out Idaho Child Find activities.

6. A toll-free telephone service (hot-line) will be established and will be maintained during May for purposes of reporting out-of-school children.

7. Approximately 60,000 bank statement stuffers will be distributed to 11 Idaho banks to be included in May bank statements.

8. Approximately 100,000 grocery sack stuffers will be distributed to Idaho grocery stores.

9. Letters to parents will be sent home with fourth-grade children in Idaho schools.

10. All Jay-Cees, Jay-C-Ettes, Lions, Chamber of Commerce, Elks, Women's Business Clubs, PTA's, League of Women Voters, and other civic and community groups will be sent a packet of information concerning Idaho Child Find soliciting their support of the project.

11. All agencies serving exceptional children, physicians, nurses, ministers, etc., will be interviewed in order to locate children with physical, mental, and emotional handicaps not in school.

12. Posters and information sheets will be displayed in local banks, drug stores, businesses, etc., in order to publicize and generate community support of Idaho Child Find.

13. Regional coordinators will be interviewed on radio and television in order to help publicize the advocacy effort of Idaho Child Find.

Summary

The information in the balance of this chapter is taken directly from Outreach Idaho's final report to the RMRRC.

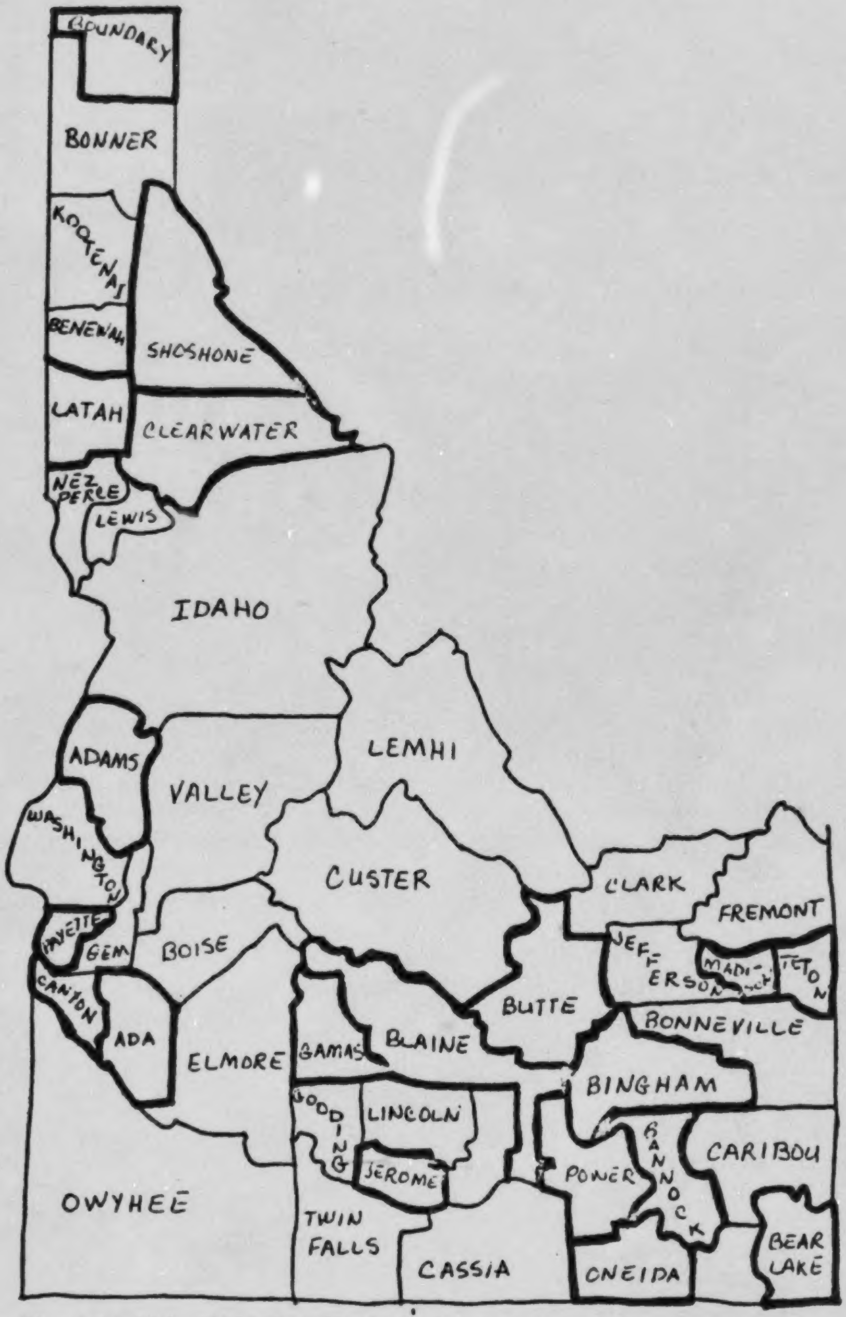

Fig. 2.11 Idaho Child Find (Randomly Selected Counties)
State of Idaho

During the 1972 legislative session, House Bill 754, amending Section 33-2001, Idaho Code, mandated special education services and programs for all exceptional children in the state. In order to insure that programs for all of Idaho's exceptional children will be forthcoming, a comprehensive service plan must be implemented and closely monitored with adequate data gathering. Several factors such as fiscal, legislative, organizational/administrative, informational/communicative, social or technological may act singly or together to either facilitate or prevent the development of quantity special education programs.

The Idaho Special Education Needs Assessment Study was initiated to provide baseline information for state and local planning, as well as to determine the existence of any of the above factors so that systematic strategies can be developed to manipulate the variables thereby facilitating program development.

Prevalences of Exceptional Children (Objective 1). A cross-section sample survey was used in sixty stratified, randomized school districts in Idaho. Six research workers conducted this survey utilizing teacher screening, a thorough search of all educational, psychological, and medical testing records; interviews with school ancillary and administrative personnel; interviews with personnel from public and private agencies serving exceptional children, as well as reviews of available client records; and further testing when possible. The exceptional child survey was conducted over a five-month period. Analysis of the final data showed a 15.21 percent rate of exceptionality (or a projected 28,367 handicapped children in Idaho). Variance was noted between Idaho planning regions. Region VI yielded a high prevalence rate of 19.01 percent, compared to a low rate of 13.90 percent and 13.93 for Region IV and Region III respectively. Other regional variance was found within specific areas of exceptionality. Higher prevalence estimates of physically handicapped children was found in Region III and VI (1.34 and 2.40 percent). Regions I and II showed the highest estimates of learning disabilities (4.36 and 4.78 percent). Further significant variance was found in the academically talented exceptionality. Within Region II, a 4.12 percent estimate was found. A similar prevalence figure (4.46 percent) was found in Region VI. Differences in prevalence rates within various Idaho regions correspond to specific demographic characteristics such as maternal health care, prematurity rate, and socio-economic factors. Limitations were cited for extrapolation of prevalence estimates from the sample to the total Idaho school-age population. The reliability of the exceptional child survey data for the state as well as within various regions was calculated and reported at the .01 level of confidence. The estimate of 15.21 percent exceptional children in Idaho should not be considered a static figure, but rather changing in the next decades due to factors such as declines in the birth rate, advances in genetic couseling, identification of carriers of genetically-transmissible diseases, protection and treatment of the fetus against infection, advances in amniocentesis, prevention of prematurity, and improved educational technology.

Data regarding the served and unserved population of exceptional children must be periodically updated to prevent the possible existence of an informational barrier. Such updated information is important as input into appropriate program planning and development.

In addition, A Child Find survey was conducted to determine the numbers and kinds of exceptional children needing services but not enrolled in school or community educational programs. Such children may be out of school for several reasons: parental neglect, school discouragement, unavailability of resourses, or lack of parental or school knowledge of the need for services. A one-month intensive search (Idaho Project Child Find) was conducted within 19 randomly-selected counties utilizing field workers and community volunteers. In addition, a mass-media effort was carried out throughout the state. Through various activities of Idaho Project Child Find, 468 out-of-school children were located. Of the total number of children identified, 160 children were out of school because of handicapping conditions. Handicapping was the most frequently-reported reason for being out of school. Due to the short duration of Idaho Child Find and other project limitations, the number of out-of-school children identified should be considered minimal. The importance of similar public informational campaigns is evident if all children are to receive an appropriate educational opportunity. A potential social barrier might exist unless a societal concern and priority for the educational welfare of all its childrens prevails, regardless of handicapping or potential contribution to society.

Special Education Services Presently Available and Future Demands (Objective two). During the last six years, special education classes in Idaho have grown at the rate of 180 percent. During the 1973-74 school year, seventy-nine school districts had developed state-approved special education classes within single or multi-district units. Contractual arrangements with other school districts, state and local agencies, and private organizations have also shown a significant rate of growth over this same time period.

Even though considerable growth has been made in the number of special education classes for Idaho's exceptional children, it is estimated that approximately 40 percent of Idaho's exceptional children are not receiving appropriate special education programs and services. At the present time, the chances of an exceptional child having at least access to a special education class are approximately four times greater in a large or very large school district than in one of Idaho's very small school districts. There is a need for delivery of special education services within small, rural school districts which typically have fewer numbers and kinds of exceptional children to educate.

The majority (87 percent) of the growth in special education classes in the last five years can be attributed to additional services for learning disabled and mildly retarded children. Only a few programs were offered for gifted children. Many severely handicapped children were served through contractual arrangements with Child Development Centers and other in-state and out-of-state agencies and institutions. In the next few years, changing priorities of Child Development Centers and other agencies may necessitate program planning and development within school districts for school-aged severely handicapped children. In addition, less than one-third of the development of special education classrooms occurred at the junior and senior high school level. Very few programs were initiated for children with handicaps at the preschool and post-school level.

Quality as well as quantity of special education program development is needed. In order to gather some information regarding the needed changes to insure quality programming, a vendor perceived-needs questionnaire was initiated. Information was gathered from various vendors of special education services (local school administrators, university training personnel, special education coordinators, special education teachers, and speech and hearing pathologists) regarding various quality program components. Several special education needs were perceived by at least fifty percent of responding vendors and include prevocational and vocational training; better services for the gifted, emotionally disturbed, and low-incidence handicapping conditions (deaf, blind, severely retarded); program development at the junior and senior high school level; preschool intervention programs; parent training programs; improved diagnostic and placement procedures; changes in certification requirements; more relevant and practical (field-based) university training for special education teachers; and program development within small, rural school districts in Idaho. Various fiscal, administrative/organizational, legislative, and social factors were identified that must be manipulated to facilitate quality special education program planning and development.

Special Education Manpower (Objective 3). In order to develop adequate special education programs and services for exceptional children in Idaho, a supply of special education manpower must be available. Necessary special education personnel includes teachers; teacher aides; supervisors/coordinators; supportive personnel such as speech pathologists, social workers, physical and occupational therapists, consulting teachers, and instructional materials specialists; as well as specially-trained regular education teachers.

In order to determine the present supply of special education manpower and the adequacy of potential training resources to meet future manpower demands of mandatory special education, pertinent information was gathered and summarized.

During the past six years, approximately half of the special education teachers and support personnel were recruited from out of state. As other states also gear up to meet mandatory special education demands, out-of-state recruitment will become more difficult. Additional state support is needed so that increased training efforts can be initiated. If mandatory special education legislation is to be fully implemented, it is anticipated that an additional 597-835 special education teachers will be needed. In addition, a projected growth rate of 86 percent for psychologists; 45 percent for speech and hearing pathologists; and 745 percent for social workers will be needed to fully support mandatory special education.

Further analysis of special education manpower data indicated a high attrition rate. Approximately 51 percent of teachers leave special education positions after one or two years of experience. No significant differences in this rate of leaving were evident when this data was analyzed by size of school district, degree level, source of training, or regional location. This high attrition rate results in an economic waste of recruitment and a possible educational loss to the students because of reduced teacher efficiency during a period of job orientation. Reasons for leaving included low salaries, lack of administrative support, husband job transfer, return to regular education, retirement, advancement to supervisory positions, and feelings of "isolation" (fiscal, administrative/organization, and communication factors).

In addition, 29 percent of psychologists, 65 percent of social workers and 41 percent of speech and hearing pathologists left after one or two years of experience in Idaho.

It was also noted that superintendents and special education teachers felt that present categorical training and certification programs do not adequately prepare special education teachers to work in school districts with heterogeneous groupings of exceptional children. Additional on-the-job training (inservice) is needed to provide adequate services. Teacher training programs and certification procedures must be more general to include knowledge and competencies within a broad range of exceptionalties. These two findings relate to organizational/administrative and fiscal barriers presently existing.

Consumer Satisfaction (Objective 4). The current era of accountability has resulted in consumercitizen involvement in educational programs for children with special needs. A perceived needs survey was initiated to gather information from parents and exceptional children presently receiving special education services and programs in Idaho.

Parents of exceptional children responding to the perceived-needs questionnaire were in general satisfied with special education services presently available within their school district (53 percent). However, they felt that several special education programs should be developed. Fifty-two percent felt that preschool services for exceptional children should be available. In addition, 48 percent felt that the needs of exceptional children of high school age were not being met in their school district. Some parents (34 percent) felt that a need existed for more involvement in the decision-making process concerning special education placements.

Both parents and children indicated a concern regarding the labeling effect of special education placement. About half of the exceptional children surveyed felt that other children had made fun of them. Parents also emphasized their preference for placements in as normal a setting as possible to reduce the stigma usually attached to their child.

About 43 percent of the parents responding to the perceived-needs questionnaire were very satisfied with community services available to them. They, however, expressed a need for additional community services such as neurological examinations, vocational training, parental counseling, recreational programs, and behavior modification programs.

Special Education Finance (Objective 5). In order to provide quality services to exceptional children, excess or additional costs are incurred. The excess costs are due to lower teacher-pupil ratios, the need for highly-trained teachers and other ancillary personnel, the need for specialized classroom equipment and curriculum materials, transportation costs such as ramps or specially-designed buses, and greater space costs. In order to gather information regarding the costs of special education in Idaho, a cost study was initiated within 19 school districts randomly selected from large, medium and small-sized districts. This study was designed to collect data regarding the comparative costs between special and regular education, between types of exceptionality, between special education classroom models; between grade levels of special education (secondary and elementary); and between large, medium, and small school districts. The unit of measurement utilized was the cost per-pupil-hour. Several cost categories were included within the scope of data collection. Cost information was accumulated on a student-by-student basis in the major cost categories of: administrative, instructional personnel, ancillary personnel, instructional materials, instructional equipment, instructional space and other costs. Results showed that the costs of serving all secondary education exceptional children was $981.44 within large school districts, $778.02 within medium school districts, and $1,101.40 within small school districts. This compared to approximately $631.61 for regular education students within secondary units. The average annual costs of serving all exceptional elementary students was $977.98 within large school districts, $524.55 within medium school districts, and $478.52 within small school districts. This compared to $549.29 (large), $524.55 (medium), and $478.52) (small) for regular students within elementary units.

Another way to analyze this cost data was to generate differential ratios (cost indices) between regular and special education. Several limitations were cited for the use of cost indices. For all exceptional children, a cost index of 1.79 was found within elementary school sample units; 1.64, within secondary sample units; and 2.44, within non-graded, other facility units.

Several limitations of the Idaho cost study were clearly stated; i.e., small numbers of children were sampled within several exceptionalities, collection of data was obtained in retrospect, average annual costs per pupil and cost ratios do not reflect quality or efficiency, the resultant special and regular education average annual costs per student were probably underestimates of the total costs as they represented approximately 95 percent of the total educational costs, etc. Even though these limitations were evident, the Idaho cost study model utilized a sound approach--that of a unit-cost concept. This study could be replicated and could generate ongoing special education and comparative regular education cost data so that the adequacy of the new special education finance pattern could be monitored. Data regarding the quality of special education programming could be combined with cost data to arrive at the cost effectiveness of various models of program delivery.

Special Education Legislation (Objective 6). Martin (1972) has stated that achievement of full educational opportunity for children with handicaps lies in the development of a strong, legal foundation. Within the activities of objective six of the Idaho special education needs assessment study, a review of Idaho's special education legal statutes was made. Several areas of concern were found that if changed could further strengthen the legal basis for quality special education program development in Idaho. The areas of concern centered around: the establishment of an advisory or coordinating council, a mechanism to insure coordination among all state and local agencies serving exceptional children in Idaho, a statement of due process rights and procedures, emphasis of programming at early ages as well as services within a normal setting, a compliance clause to Idaho's mandatory special education statute, and a possible strengthening of Idaho's compulsory attendance exclusion clause.

Recommendations

Based on the activities and findings of the various objectives of the Idaho Special Education Needs Assessment Study, the following major recommendations would be appropriate for consideration:

1. A data mangement system must be implemented which will continually update the needs assessment study. Such a management system would provide necessary information for legislative review as well as to monitor progress toward meeting the mandate of services to all exceptional children.

2. Public information campaigns need to be conducted periodically so that consumers and other community members are informed regarding the services being provided for exceptional children as well as those special education programs needed but yet underdeveloped or not available.

3. A comprehensive state plan for special education for all exceptional children must be continually implemented. Such a plan must provide a continuum of special education from birth to adulthood. Coordination of many state and local agencies and institutions must be insured if such a comprehensive service plan is to be achieved.

4. A delivery of special education services applicable to rural, remote areas in Idaho should be developed. Multi-districts or other cooperative arrangements should be continually encouraged so that wiser use of human, fiscal, and organizational resources can be achieved in order to provide services to all exceptional children.

5. Regionalized, state department special education consultant services could provide more relevant and "on-the-spot" assistance to local school district personnel in the initiation, expansion, and improvement of special education services. They could also coordinate more closely with other agencies and institutions serving exceptional children and work with university training programs.

6. Additional state support is needed so that higher education institutions can gear up to provide the needed special education personnel to support special education for all of Idaho's exceptional children.

7. Strategies for recruitment of special education teachers from the supply of regular education teachers and from out-of-state training resources should be initiated.

8. Certification requirements for special education personnel should be reviewed and modified according to specific competencies needed in the field. In addition, certification requirements within mental retardation and learning disabilities could be collapsed into one, more general exceptional child certificate. Certification standards also need to be established for special education directors and supervisors, consulting

teachers, and classroom aides.

9. Factors affecting the high attrition of special education manpower need to be closely analyzed. Strategies such as increased salaries, inservice training, and other means of support should be considered in an effort to maintain and develop quality special education programs.

10. A vehicle should be established so that consumers (parents and children) can provide input into special education program decisions that affect them at the state and local level.

11. Areas of concern suggested in this study should be reviewed and possibly submitted for legislative consideration in an effort to provide a further legal basis for quality special education program development in Idaho.

12. An improved, fiscal program management system should be developed and implemented at the state and local levels so that the needed cost data to monitor the efficiency of the Idaho special education finance pattern can be available to the legislature as well as to program planners. The cost study model utilized within this report (that based on a unit-cost approach) could be replicated to provide the needed special education and comparative regular education cost information.

CHAPTER 3

PROJECT OUTREACH: MONTANA*

The Montana population has a sparse to isolated distribution pattern. With the exception of two metropolitan areas the state has 700,000 people literally scattered over 15,000 square miles. The dispersed statewide traffic pattern and the minimal air services further isolate the smaller communities from the two metropolitan areas.

Educational services traditionally have been provided by local educational agencies with little support from interdistrict cooperative programming or regional services. There are approximately 700 school districts in the state with about 350 school superintendents in administrative positions. According to the best figures available in the state, special education services are being provided to 6,000 of the anticipated 24,000 handicapped children and youth with about 4 percent of these children in institutions or homes without service.

The office of the Supervisor for Special Education (State Director) has traditionally been a low visibility, federally supported, one-person office. Leadership had to emanate from that post to all the school districts and superintendents mentioned earlier. The State Superintendent's position is an elected office.

Outreach Program

Two years ago the supervisor for special education and the Rocky Mountain Regional Resource Center (RMRRC) initiated a regional service plan. That plan included the utilization of area resource teachers and coordinators (strategens) to determine the usefulness and effectiveness of regionally based services. The intent of the service, in addition to the experimental aspect, was to give direct service to handicapped children in sparsely populated areas. Five area resource teachers (ARTS) and one full-time plus three part-time coordinators (strategens) were established. The structure of the organization as it has evolved is shown in Table 3.1.

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*Based on the final report to the RMRRC by State Resource Coordinator Michael Fredrickson.

In the months of June-August of 1973 the Office of the Superintendent of Public Instruction (OSPI) developed and disseminated a new plan for providing service to handicapped children and youth. The plan called for an administrative and process basis using the previous year's pilot project for utilizing resources on a regional basis. The document, "Montana Regional Services Plan for the Handicapped - State and Federally Funded Programs for the Handicapped" was approved by the state superintendent and was put into operation.

The regional service plan accomplished several objectives. First, it specified that regional personnel were an extension of the state department and that the number of coordinators could increase, based on field needs, and that the coordinators were to be field-based and operate under defined job descriptions. Second, it was to provide a viable communication system between the State Supervisor of Special Education and the district superintendent; and third it provides a system by which the resource program could be assessed, developed and monitored. These programs could include state and local programs, regional programs, and federally funded state projects. The State Supervisor of Special Education and the regional coordinators should be the prime planners in any statewide comprehensive planning for special education.

The Regional Services Plan is an attempt to provide greater local and state coordination of federal and state programs for the handicapped. These programs, which are funded through and approved by the Superintendent of Public Instruction, have in the past achieved only limited coordination at the state level. Similarly, there has been no evident coordination between local educational agencies in planning for the allocation of funds and resources utilized to provide services for the handicapped. The implementation of this plan will result in state and local coordination in needs assessment, planning, implementation and evaluation. For example, federal funds from the Education of the Handicapped Act are presently being used to provide regionalized services through Project Outreach and through Special Education Instructional Materials

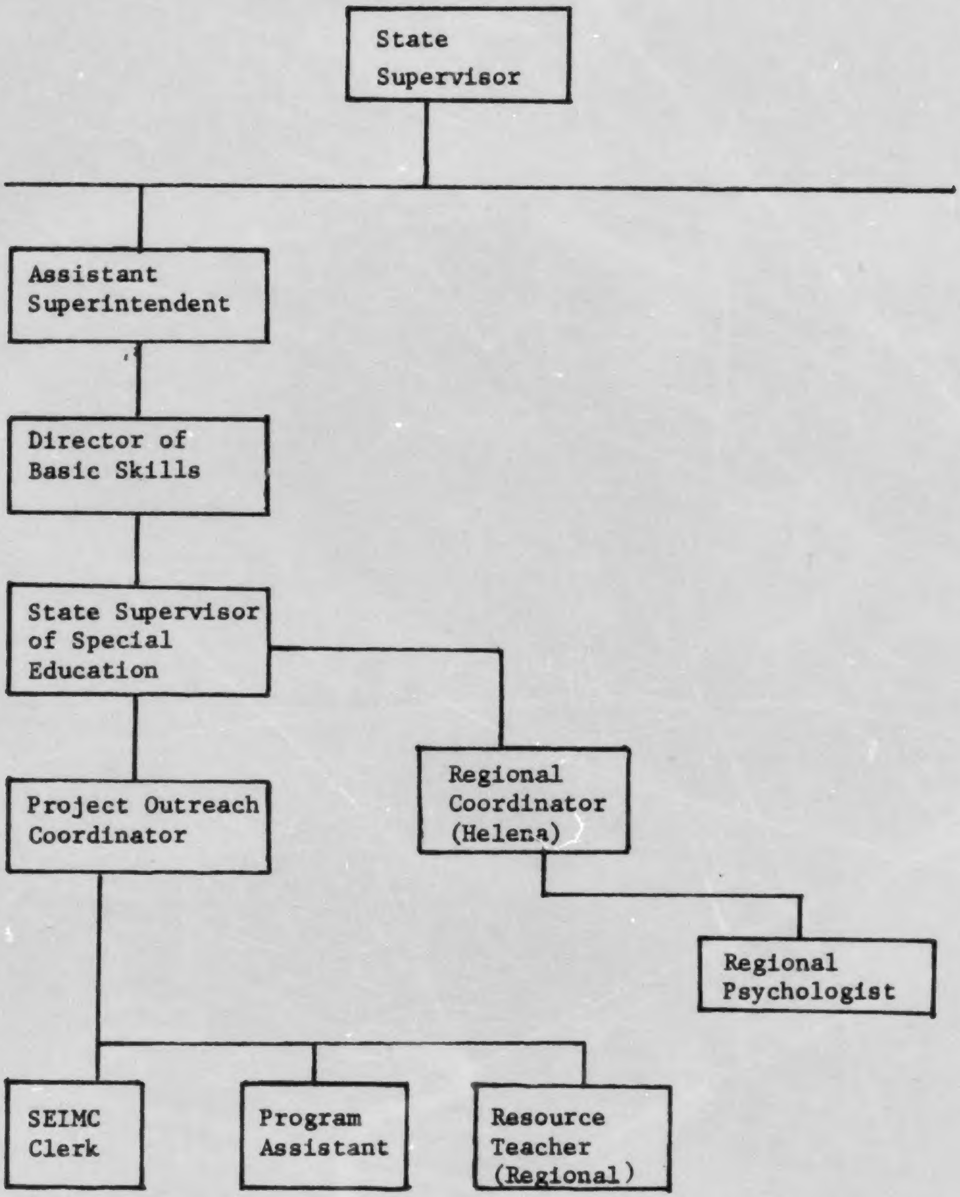
State Supervisor
Assistant Superintendent
Director of Basic Skills
State Supervisor of Special Education
Project Outreach Coordinator
Regional Coordinator (Helena)
Regional Psychologist
SEIMC Clerk
Program Assistant
Resource Teacher (Regional)

Fig. 3.1 Organization Plan for Project Outreach-Montana
(Funded or supervised by Outreach money or staff)

Centers (SEIMCS). The regions which deliver these services are those that were defined in the Governor's plan of 1971 for mental health and mental retardation planning for Montana.

In summary, the purpose of the Regional Services Plan is to develop a coordinated, statewide needs assessment program, establish regional goals, review local program proposals prior to submission to the Superintendent of Public Instruction for approval, and to provide for regional implementation and evaluation of educational programs for the handicapped. An integral part of the plan is to achieve interagency coordination at the regional level. The plan will serve a target population consisting of those students affected by federally and state-funded programs for the handicapped.

The need for the development of the overall plan was spurred by legislation requiring the development and provision of services to handicapped children. That development took place in March, 1974, with the passage of HB 386 and SB 660-664. The bills provided extended definitions and a new funding formula which would install the necessary fiscal accountability (which was lacking under the old funding formula).

The RMRRC-supported joint program evolved in the second year of Outreach into the Regional Service Plan. When the extended special education legislation went into effect in Montana, the regional plan became the vehicle to implement the new laws. Under the leadership of a new state supervisor of special education, the potential for providing comprehensive special education services--through the regional system--is unlimited.

Methods - Procedures - Activities

The Regional Services Plan for the Handicapped has spelled out the objectives for all regional coordinators. The project Outreach coordinator was to complete objectives in addition to those specified for all coordinators. The objectives were further delineated in conjunction with Dr. David Lillie, a consultant to the project. The delineation of objectives separated the major activities into workable parts, i.e., developed sufficient subobjectives to guide the operation of the activities.

The objectives developed were based on four main goals: namely,

Goal 1: To implement, monitor and coordinate a communications system;

Goal 2: To develop a resource model (package) for the State of Montana;

Goal 3: To design an instrument to identify children with exceptional conditions in the state;

Goal 4: To develop a regional budget to support the regional program.

All the activities specified were undertaken, but not all would be completed. In all cases where the activities of the objectives were initiated, but not completed, the reason was lack of time. It becomes very apparent that too many objectives were specified; all objectives were initiated but few were completed. It is the intent of the State Supervisor of Special Education and the coordinators to continue working on the objectives until they are completed. The problem is discussed in more detail in the third-party evaluation report in Chapter 6.

Summary of Results

"Project Outreach initiated the service pattern from which Montana now operates. The pilot study conducted through the first two years has now been developed into a state comprehensive regional service plan. The pilot project began with a coordinator and five resource teachers and has recently evolved into a regional plan consisting of five coordinators and 45 additional resource personnel. One of the biggest drawbacks has been the poor data collection techniques. Collected data are not grounded in good research design and much of the data collected to date are questionable. The way Montana requested technical assistance was haphazard. It was usually requested around a crisis situation. We gave the RMRRC little time and the objectives we had in mind were sometimes fuzzy. Much of the foundation needed to develop a systematic service plan, communications system and way of representing technical assistance has now been developed."

"The RMRRC provided the needed support to develop a system we were sure would work. We have come a long way in the past two years. During this last year we have begun to see the fruit of our efforts. Service has been implemented to as many as three times the number of handicapped children previously served; regional budgets and regional-based personnel, intermediate school districts and field-based teacher training--these are real or available in the near future in Montana."

The project in addition to services also produced a range of products. The partial or complete products resulted from the objectives of the Outreach program, and include:

1. A screening instrument to identify handicapped children and youth was developed and is being implemented statewide.

2. A precision teaching package.

3. The statewide communication system has been established for internal communication (coordinators and state supervisor of special education). The next stage of development will be the inclusion of the regional councils, county schools, district schools and ancillary agency personnel. The next stage of the communications system will also include the new personnel to be hired on a regional basis.

4. The teaching model (package) will be further developed to include: (1) mechanics of daily assessment and (2) remedial activities pertinent to specific handicapping conditions. The package is not a high priority at this time but should be completed within the next nine months.

5. Regional resource assessment (Ex-Speed) was initiated and is still underway due to scheduling difficulties of the project consultant. It is our intention to follow-up on the resource assessment within the next three months. This is a regional objective at this time. In an attempt to provide "awareness" to superintendents we have initiated a Special Study Institute (Title VI-D) through the OSPI. The institute was designed to make people aware of the regional services plan. The "awareness" will continue with smaller workshops designed for that purpose. The regional service pattern

is the most exciting continuous development of the project. Region IV, for example, will multiply its resource teachers from one to four, psychologists from zero to two and speech pathologists from zero to three.

6. The following expansions on earlier work completed were initiated: (1) a thrust to decentralize the screening registry as a result of civil rights issues and (2) an attempt to initiate a comprehensive evaluation system based on child, classroom teacher, resource consultant and regional coordinator behavior.

7. The project Outreach effort worked closely with the Student Council for Exceptional Children (CEC) in acquiring speakers who advocate for the severely handicapped population.

8. The project worked closely with the teacher corps in the development of a field-based package for training teachers, and worked closely with the Institute for Habilitative Services (IHS) in the acquisition of advocates for severely handicapped children. (The IHS is part of the College of Eastern Montana at Billings; special education teacher training is offered there.)

9. Also underway, under the direction of the supervisor of special education, is comprehensive state evaluation. Three RMRRC staff members contributed to some of these planning sessions. Title VI-D programming and more effective communication among special educators in the state are now priority items. The Outreach coordinator is working closely with the State Supervisor in these areas to develop a state-wide comprehensive evaluation system.

In addition to products, the Outreach effort also produced a range of services. Of the 56 counties in the state, 42 received service from the Outreach effort in some form. The regional resource coordinator and the additional four regional coordinators provided in-service training, indirect service to teachers, parents and other professionals. Original Project Outreach objectives, in fact, affected all 56 countries. The statewide screening program for example identified approximately 18,500 of the anticipated 24,000 handicapped children in all 56 counties.

The above data can be expanded into more detail through a more extended analysis of the direct services activities. The direct service component of the Outreach Montana Project during the first year consisted mainly of Area Resource Teachers (ARTs) who performed diagnostic-prescriptive services, trained teachers by demonstration and explanation on how to incorporate SEIMC materials and resources, followed-up on referrals after initial response to determine the effective degree of the diagnostic-prescriptive service, and the identification of handicapped children.

The strategen service was also of an identification and diagnostic nature, usually consisting of the administration of individual mental and academic tests with the formulation of an educational prescription that was interpreted to a teacher or parent of a handicapped child.

1. During 1972-73, the total number of handicapped children who received direct services was 737. A breakdown of the handicapping conditions follows:

Visual	12.0%	88
Auditory	7.5%	55
Motoric	8.0%	59
Physical	2.5%	18
Speech	8.0%	59
Poor General Social Performance (ED and Behavior Disorders)	8.5%	63
Specific Learning Difficulty	14.5%	107
Poor General Academic Performance (EMR, TMR)	35.0%	258
Other (Multiple or Undetermined)	4.0%	30
Total Number Directly Served		737

2. ARTs gave indirect service to 1,410 students via classroom teachers and identification efforts.

   (a) Within the 21 sparsely populated counties served by ARTs, 269 schools were served by assisting handicapped children and their teachers. These schools were served between the months of September, 1972 and June, 1973.

(b) (ARTs were supported financially by in-kind support funds provided by local education agencies in conjunction with Project Outreach efforts. The amount of support was about $63,000 from Title VI-B monies of PL 91-230).

Services also could be considered in terms of the resource consultant's role. The resource consultant provides either indirect service to handicapped children through demonstration and training workshops with teachers, or direct service to handicapped children. The data collected by the project office on the Resource consultant is provided in the following listing:

Directly screened or evaluated children per week.	2.12
Delivered and demonstrated materials (indirect service to children via teacher) per week.	1
Directly observed student behavior in classroom for purpose of remediation per week.	.38
Professional contacts with school principals per week.	5.25
Contracts with teachers for purposes of prescribing materials per week.	9.25
Training teachers to use new or modified materials for handicapped per week.	1.75
Professional contacts with administrators other than principals per week.	3
Major group presentations (workshops) for teachers per week.	.25
Travel time per week.	218 minutes
Number of requests for service per week.	10.38

Extended over five resource consultants on a 10-month contract, the service totals follow:

Direct screened and evaluated children per year.	381.60
Delivered and demonstrated materials (indirect service to children) per year.	1,688.40
Attended workshops or conferences per year.	180
Directly observed student behavior in the classroom per year.	68.40
Professional contacts with school principals.	945
Contacts with teachers for purposes of prescribing materials per year.	1,665
Training teachers to use new or modified materials for handicapped per year.	315
Professional contacts with administrators other than principals per year.	540
Major group presentations (workshops) for teachers per year.	45
Travel time per year.	39,250 minutes
Number of requests for service per year.	1,868.40

The following data are based on the averages provided by the two regional coordinators that have been in that position for the past two years.

Students screened or evaluated (state screening by teachers per week). (1800 per year per coordinator).	100
Direct service to children per week.	.13
Attended workshop or meeting per week.	1.75
Student observations per week.	.02

Contacts with principals per week.	1.25
Contacts with teachers for recommending materials per week.	.50
Teacher conferences or meetings per week.	.25
Teachers trained (exposure to new ideas) per week.	1
Professional contacts with administrators per week.	15
Group presentations (non-teacher) per week.	.50
Travel time per week.	245 minutes
Requests for help per week.	14
Reporting to Outreach, council and State Department per week.	600 minutes
Developing objectives and directions of regional plan per week.	900 minutes
Statewide resource teachers give service	2700 times

(Approximately 10 percent of the time the teacher is one who did not receive previous service. Each resource teacher services approximately 54 teachers for a total of 270 teachers served.)

One of fifteen teachers is a special education teacher so approximately 252 teachers are regular education with 18 teachers served being special educators. It may be well to note that resource consultants provide very little to large schools that have the service and that very few rural schools have special educators.

Approximately 50 parents received service from the Outreach effort. The service was in the area of dissemination of information to Associations for Retarded Children and responses to requests for service through the OSPI or school district.

Statewide screening of handicapped children was conducted by all coordinators based on earlier development of project Outreach tools. That screening pinpointed the location and anticipated handicapping condition of approximately 18,500 children.

Other Findings

The preceding findings represent a numerical type of data, but equally important are more global measures, questions, or issues upon which overall system changes can be designed. The following listing provides a view of some of these factors from the perspective of the Montana Outreach Project.

1. If the service pattern is to be successful the teachers must have available to them various methods of diagnosing handicaps. The diagnostic tools must be quick to administer, easy to relate to teachers and support (in some form) their perception of the problem.

2. An intricate physical and human communications system must be established so that the LEA can receive a quick response whether a decision be made at the OSPI, intermediate or local level. Communications has been an emphasis of the program. It is adequate at this point but far from being excellent.

3. SEIMC materials are a necessary part of the resource pattern. It is extremely important that the materials be on hand where they are needed. Each area resource teacher needs the materials in an associate center. A centralized SEIMC would slow down the process and make it ineffective.

4. SEIMC materials (as the project has demonstrated) are worthless in sparsely populated areas of Montana without the human resource (area resource teacher).

5. The responsibility of the backup support (strategens) for area resource teachers must be articulated better. When the strategen assumes supervisory rather than a support he/she defeats the intended smooth communication flow. Some backup is necessary, but to this point it is unclear to what extent the area resource teacher needs assistance.

6. The LEA will pull the project toward its weakest area. In Montana this is often in the areas of Learning Disabilities (since there is no legislation for these children) and testing (since it is a requirement for funding). Someone has to make a decision to the effect that we are going to help all handicaps (and get better support from the LEA) or serve the severely handicapped (and possibly lose that support). If we compromise (severely first and learning disabled second) then we must have an area resource teacher in each multi-county district with some backup resources.

7. It is necessary that we have the support of the Superintendent of Public Instruction if the service pattern is to be effective. This would include direct communication between the Regional Resource Center and the Superintendent of Public Instruction.

8. It is advantageous to the project coordinator that he/she be located outside the OSPI structure. The coordinator must maintain the position of programmer with lesser amounts of administrative responsibility.

9. The RMRRC must be in the position to provide technical assistance (or locate other more appropriate sources of assistance should that be necessary) if they are to assist each state. A de-emphasis of the RMRRC core project and continued emphasis on the Outreach effort seems appropriate.

10. Some measure of the project in terms of positive changes in children should be designated. It is apparent that a very elaborate project could be designed that would not show whether you helped a handicapped child.

The data presented in this final report reflects positive responses to the Montana Outreach project. Additional (and more subjective) evaluations indicate that the service pattern is viable for the sparsely populated areas of Montana. Past behavior of the LEA indicates that they are ill equipped to help handicapped children without support. Project Outreach-Montana was able to fill in some of these gaps. It cannot emphasize more the need to have these human and material resources in the field. The support from the RMRRC is necessary in the areas of (1) initiation of this and similar projects (2) technical assistance in those areas where we display weaknesses and (3) communicators between the "Gestalt" of special education in the region and the local educational agency.

The major efforts of the Outreach project have to be categorized as the development of a resource system through the area coordinators and resource consultants, the development of an extensive screening and identification program, an increased awareness of the handicapped child and his educational needs within the state, and the enactment of legislation to support educational services to the handicapped. The Montana Outreach effort played a major role in the development of all these efforts, and, as such, was a major factor in stimulating educational services to the handicapped children of Montana. The ability to initiate momentum through the Outreach effort allowed the state to develop a program through which it could not only channel and allocate its resources, but also take advantage of the national funding upsurge in programs for the development of educational services to the more severely handicapped child.

CHAPTER 4

PROJECT OUTREACH: UTAH*

The overall population of the State of Utah is 1,157,000. Current school enrollment is approximately 305,900 of which 34,600 school-age children are enrolled in special education programs in ten disability categories which include Educable Mentally Retarded, Trainable Mentally Retarded, Learning Disabled, Emotionally Handicapped, Deaf, Motor Handicapped and Deaf-Blind. Children with permanent physical disabilities who are unable to attend regular or special classes or who are temporarily incapacitated are served under a Homebound and Hospitalized category. It is understood that severely multiply handicapped have two or more of the handicaps mentioned above.

Utah has 40 school districts; 5 of these are city districts, the remainder are county districts. The 6 Wasatch Front districts and 5 city districts make up the majority of the population, approximately 239,600. The remaining 29 county districts enroll less than one-third of the state school population. While it is difficult to describe overall special education goals on a statewide basis with any specificity, because each district is different with different handicapped populations, different resources, and different inservice needs, the overall goal for special education in the state is to build a cascade delivery of services system which would offer the full variety of service options to most appropriately serve all children.

The Outreach project in Utah was planned jointly with the Utah State Board of Education (USBE). USBE and the RMRRC had a long interactive history from the initial proposal, through the stratistician program discussed in Vol. II) and finally through a two-year Outreach effort. The Utah Outreach program was integrated into USBE plans and represents two distinct projects within the overall state plan. This chapter will present these efforts separately using the USBE proposals and final reports as the basis for the text.

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*Information in this chapter is from reports submitted by Dr. Donna Carr and Randolph Sorensen. Dr. Carr supervises Outreach for the USBE, and R. Sorensen is the State Outreach Coordinator.

Outreach Program: 1972-73

Two recent efforts in Utah place the role of Special Education in Utah in a unique but crucial position at the moment.

1. In compliance with the Utah Code, a statewide screening effort was initiated during this past school year (1971-72) to identify all school-age handicapped children and to determine which of those identified children need special education services. In order to make the latter determination, diagnostic teams were formed and commissioned to test and evaluate as many of the children identified through the statewide screening process as possible with the personnel and funds available. Their charge was threefold:

    (a) To determine how valid the screening process was;
    (b) To find out how many qualified for special education services according to state standards; and
    (c) To determine what kinds of services these children need.

    School-age children in all regular education classes in the state were screened. Validation and needs assessment studies by the diagnostic team have been carried out, on a sampling basis. The rest of the districts will be studied during the next school year.

    The results to date indicate that twice as many children are in need of some kind of special education classes or services in the various districts as are now receiving special education services. And, in some districts, data are now available making it possible to determine quite precisely what kinds of services the identified children within a district need.

2. Special educators in Utah have begun to recognize that taking handicapped children out of their regular classrooms and placing them in self-contained special education units is, for many of these handicapped youngsters, neither psychologically nor educationally effective nor therapeutic. At the same time, they are also recognizing that funds available are not

sufficient to serve all handicapped children through the traditional, more costly, special education programs. As a result, educators in Utah are currently searching for other ways of serving these children. More and more they are looking toward resource programs which allow resource teams to work with the regular classroom teacher as the answer. As a result, resource programs of one kind or another are beginning to emerge across the state. However, in only 4 or 5 of the 40 districts in Utah have district personnel been able to spend the time and effort to make a thorough study of resource programs and of the district needs.

In too many of the other districts, there appear to be misconceptions or misunderstandings of just what a resource program is, but at the same time, districts feel the need to do something.

The danger here is that there is apt to be a movement too quickly and without full understanding and planning to institute some kind of a program called a resource program, but actually not differing much from the traditional service patterns.

The USBE considers this current situation crucial. It has, therefore, taken steps to assure state level leadership in this movement, and to provide guidance to the districts as they move to serving handicapped children through resource programs. An in-house advisory committee (with Pupil Services) has been formed and a specialist assigned for Resource Programs. With the support and advice of the committee, this specialist has been commissioned to provide leadership for this movement and to formulate state guidelines for resource programs which will ultimately lead to the development of approved USBE standards for resource programs and certification requirements of resource program personnel.

With the districts asking to move towards new kinds of service patterns and with the data from the screening and diagnostic teams becoming available, the USBE also feels that at the moment it is in a unique position to provide this leadership and to give the needed guidance to the districts. For example, with this kind of data available, it is now possible to assist each individual district in assessing its specific needs, and thus help each district devise, plan and implement the specific kind of a resource program which will fit its unique needs. In addition, with these needs more specifically identified, state-level workshops and inservice training can be designed to provide district resource teams and other district personnel with more precise training in the specific areas where it is needed.

A general description of the overall state plan is provided in the paradigm of Figure 4.1. Relative to each goal USBE had an extensive list of sub-goals and objectives to guide their program-planning effort. The Outreach program developed within the context of these overall plans.

The general goal of the Outreach effort in Utah for 1972-73 was:

> To assist the State Board of Education in providing leadership, guidance, and training to local school districts in assessing the program needs for their handicapped children and in devising, planning, and implementing resource systems to serve these children.

The USBE had previously identified, described, and implemented a process for helping districts assess the needs of their handicapped children. According to both State Law and State Board of Education Policies, the districts themselves must then assume the responsibility of finding ways and means of serving all of these identified handicapped school-age children. Project Outreach was thus designed to assist the districts with implementing the USBE policies, and in devising ways and means by which districts could serve all of their handicapped children.

Specific objectives for the 1972-73 Outreach effort were:

1. To identify and describe a process for districts to use in identifying and evaluating their unique resources and the effectiveness of their present delivery system.

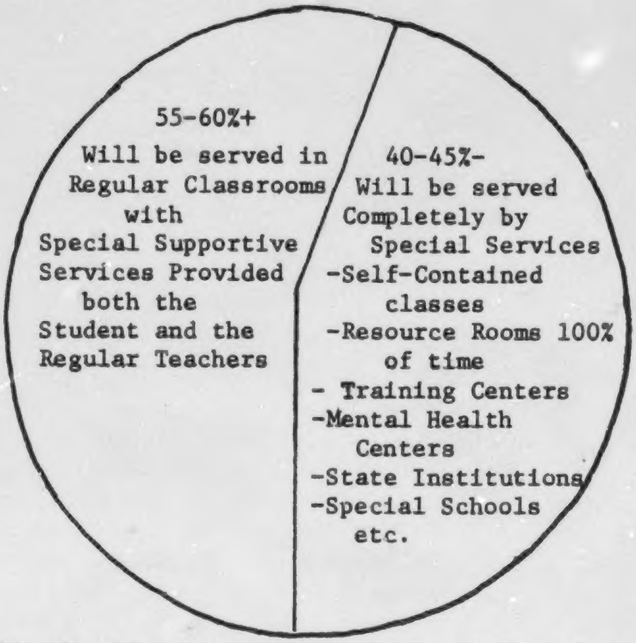
2. To identify and describe a process for districts to use in designing and planning for the most effective use of their particular resources so as to meet the needs of their particular handicapped children in the most effective way.

3. To describe and make available to districts several (at least four) models of resource programs.

I. Evaluate State Needs

- A. Census data
- B. State Diagnostic data
- C. State reports
- D. Other data (dropout studies etc.)

Identified Handicapped Students



II. Formulate and Implement plans to assist Regions and Districts in Implementing Phase III of Project Identification for both groups of children as indicated above.

PLANS (1972-73)

GOAL #1: Assist General Education in developing the supportive services and technical training needed to mainstream the 55%+ of the handicapped students who can best be served in this manner.

GOAL #2: Assist Regions and Districts in developing and enhancing the special services needed for the 40-45% of the handicapped students who need to be served, at least temporarily, outside the regular classroom in self-contained classes or in special programs or schools.

Fig. 4.1 Utah State Board of Education Plan for Phase III of Project Identification for Schoolaged Handicapped Children

4. To assist the State Board of Education in initial efforts to formulate guidelines for the implementation of resource programs in the districts. (These guidelines are to serve as a basis for developing approved State Board of Education Standards for resource programs and for certification requirements for resource personnel).

The following specific activities were proposed and undertaken during the 1972-73 school year.

1. A resource consultant was hired to assist the State Specialist for Resource Programs in offering technical assistance to the districts in meeting their responsibility to handicapped children.

2. A pilot project was initiated in one school district, having available the diagnostic evaluations made by the state diagnostic team, and both needing and wishing to expand its resource programs and resource systems.

3. Under the supervision of the State Specialist for Resource Programs, the Resource Consultant assisted the pilot district in:

   a. Analyzing its diagnostic data.
   b. Analyzing the needs of its handicapped children.
   c. Evaluating the present system of deliveryof services to handicapped children.
   d. Evaluating the district's present resources and constraints.
   e. Finding possible solutions for problem areas.
   f. Assisting the district in tentatively designing a resource system to meet the particular needs and requirements of the pilot district, given its particular resources and constraints.
   g. Offering technical assistance to the pilot district in implementing, sustaining, and expanding its resource system through workshops and inservice training to and for its staff members. (This activity was not completed and was carried over into the 1973-74 year.)

4. The Resource Consultant offered assistance, as time and funds permitted, to other districts throughout the state which were attempting to initiate resource programs.

5. In addition, the Resource Consultant was asked to set up and conduct a year-end seminar for State Board of Education staff, RMRRC staff, the pilot district staff, and others felt to be involved, to review the 1972-73 effort and to begin to formulate tentative outlines of the processes described under Objective #3 above, and to plan activities for the following year.

Ongoing evaluation of the Outreach effort was made through on-site visits by RMRRC staff, written reports on a monthly basis provided by the Resource Consultant to both the USBE and to RMRRC, and oral reports given to the RMRRC staff.

The year 1972-73 was a formative one. A pilot project was developed in Davis School District. Within this pilot program a procedure was developed for accessing the needs and quality of educational services. Based on this procedure a broader implementation was to occur in the 1973-74 school year as a full-scale field-test. The procedure was termed ACCESS and is presented in the following pages.

The Purpose of "ACCESS"

ACCESS is an experimental assistance system designed to facilitate the implementation of a comprehensive educational program for handicapped students throughout the State of Utah. ACCESS represents a data base of information procedures, relationships, and programs which are necessary for the development of a state-wide plan for meeting the needs of all handicapped students. Examples of questions explored are:

1. How many students need special services?
2. What is the nature of the special services that are needed?
3. What kinds of district structures or delivery models will best service handicapped students?
4. What kinds of skills and materials are necessary to meet individual learning styles?
5. What kinds of inservice and preservice programs are necessary to equip educational personnel?

6. What are the funding requirements to service all handicapped students?

7. What kinds of cooperative assistance is necessary for non-district resources?

System Description

The system consists of three components:

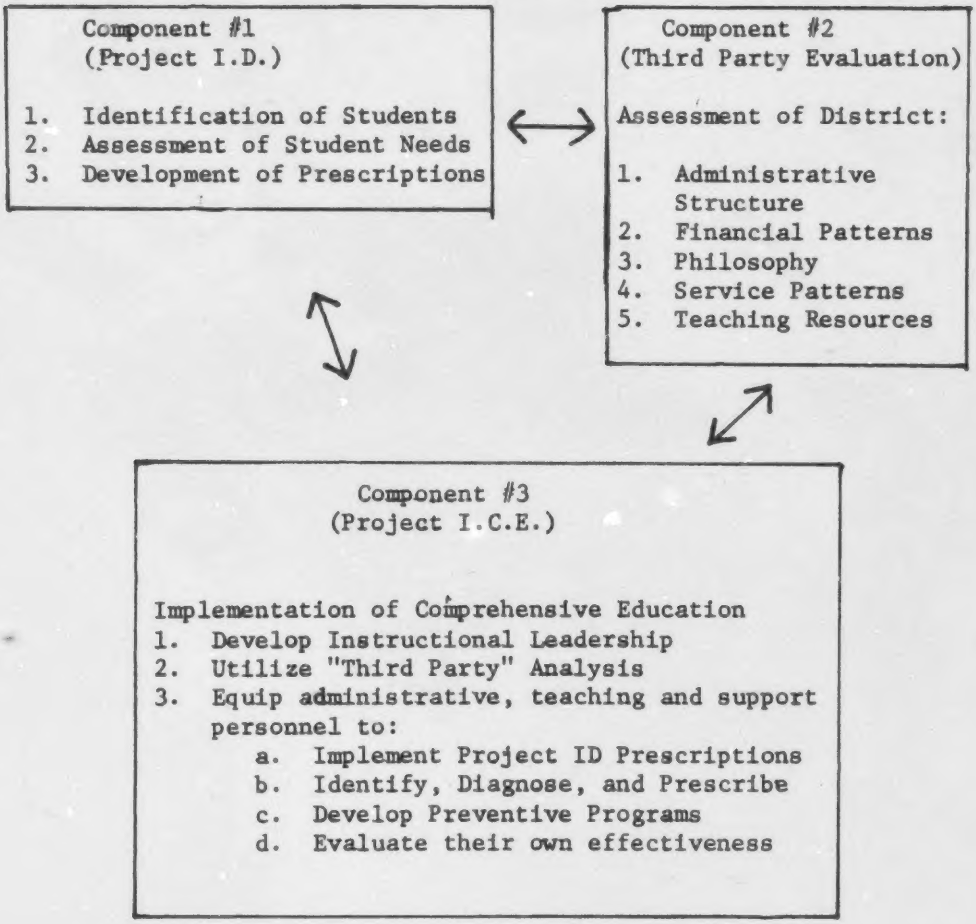
1. Identification of all handicapped students and an indepth assessment of student needs (Project I.D.).
2. Evaluation of urban and rural special education delivery systems (Third-Party Evaluation).
3. Implementation of strategies for providing comprehensive educational services (Project ICE, Implementation of Comprehensive Education).

Examples of component content and a schematic representation of the interdependence of the three components of the system as they are processed in a school district are found in Figure 4.2. Each component provides data for the other. In isolation they cannot produce comprehensive educational services, but the product of the three is much greater than the sum of each part. Even the third component, implementation of comprehensive education, depends upon the size and nature of the student needs and an awareness of present performance levels regarding district delivery patterns.

As the words of the acronym "ACCESS" imply, the performance of the three components requires the cooperative assistance of educational resources which are available in the State. Cooperative technical assistance combines with school district resources to generate comprehensive services to meet the educational needs of all students. Figures 4.3, 4.4, and 4.5 illustrate the cooperative assistance requirements of ACCESS.

Implications for General Education

Although the target population for ACCESS is the handicapped student, the system has major implications for



Component #1
(Project I.D.)

1. Identification of Students
2. Assessment of Student Needs
3. Development of Prescriptions

Component #2
(Third Party Evaluation)

Assessment of District:

1. Administrative Structure
2. Financial Patterns
3. Philosophy
4. Service Patterns
5. Teaching Resources

Component #3
(Project I.C.E.)

Implementation of Comprehensive Education
1. Develop Instructional Leadership
2. Utilize "Third Party" Analysis
3. Equip administrative, teaching and support personnel to:
   a. Implement Project ID Prescriptions
   b. Identify, Diagnose, and Prescribe
   c. Develop Preventive Programs
   d. Evaluate their own effectiveness

Fig. 4.2 The Interdependence of the Three Components of "ACCESS"

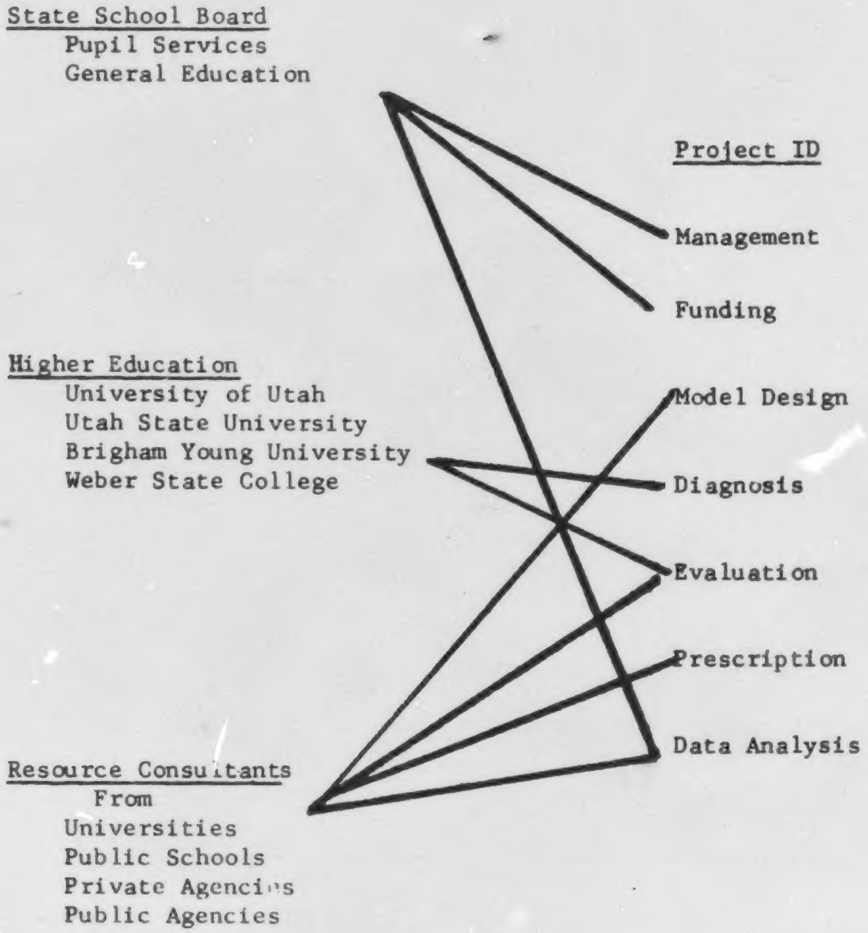


Fig. 4.3 The Cooperative Assistance Requirements of Component #1, Project ID

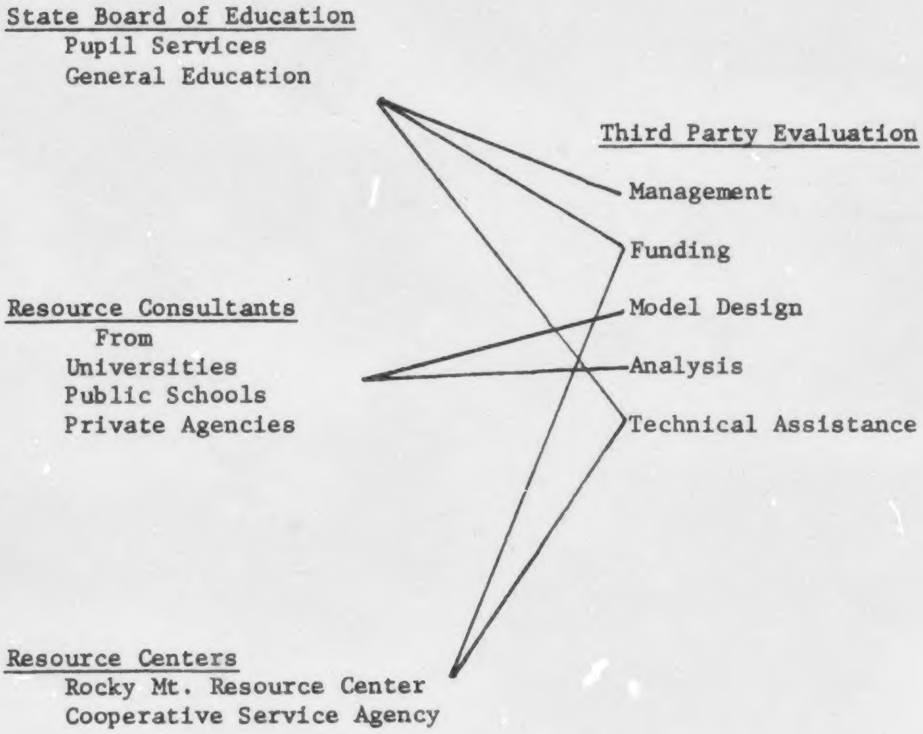
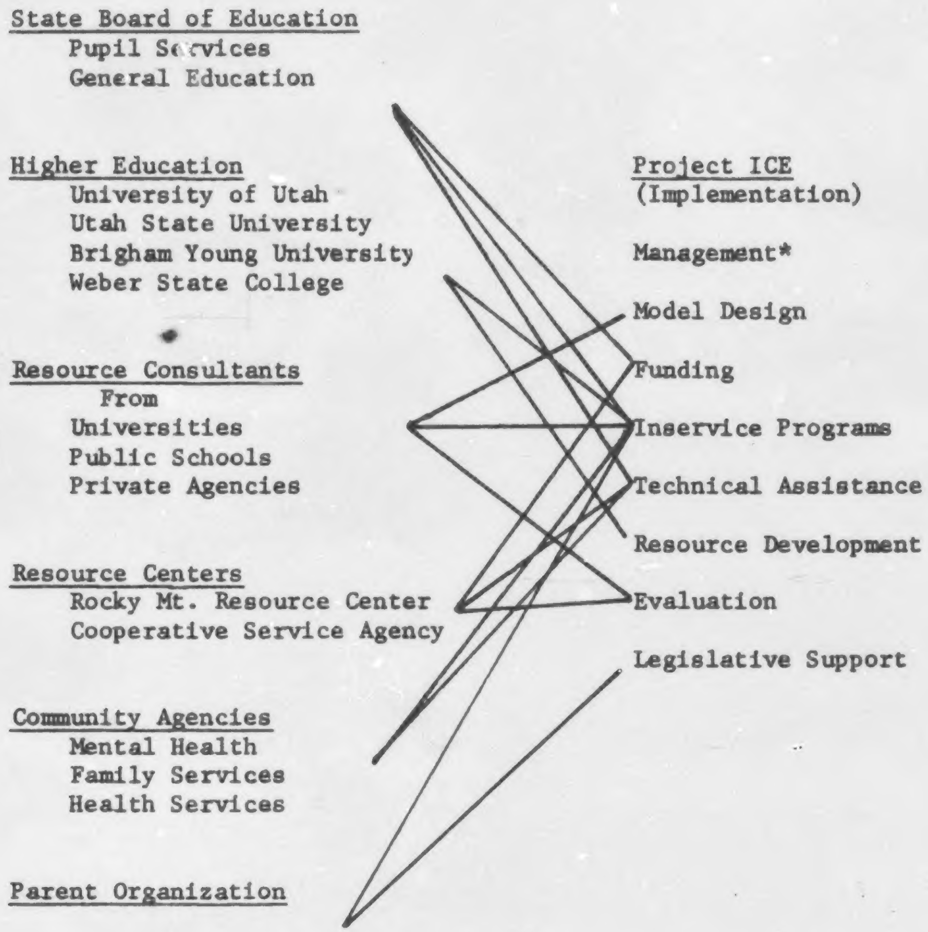


Fig. 4.4 The Cooperative Assistance Requirements of Component #2, Third Party Evaluation



*Management of ICE comes directly from the district with assistance from The State Board and Resource Consultants.

Fig. 4.5 The Cooperative Assistance Requirements of Component #3, Project ICE

increasing the effectiveness of education for all students. Examples of increased effectiveness are:

1. The principal becomes the instructional leader of the school and capable of matching instructional performance with acceptance standards.
2. The classroom teacher becomes equipped to identify, diagnose and prescribe with emphasis upon individualization.
3. The classroom teacher increases skills in classroom management, communication, organization, media and record keeping.
4. School personnel experience increased self-esteem as they employ the special skills to enhance a comprehensive education for all students.

Outreach Project, 1973-74

A complete breakdown of goals, objectives, and activities were developed as part of the plan for Utah's Outreach FY '74; they reflect some underlying rationale based on the experiences of the preceding year. During FY '73, Utah's Project Outreach hired a team of third-party consultants to design and conduct a district-wide evaluation and needs assessment of Pupil Personnel and Special Education delivery of services in Davis District (Utah's second largest district). It should be pointed out that this evaluation is a process evaluation which looks at how the system works, not an outcome evaluation which looks at child skills.

As a result of this activity, there were two major consequences: one, it became apparent that Davis District needed systematic follow-up in terms of technical assistance if the changes and movement generated by the third-party evaluation and the recommendations for system modifications contained therein, were going to be of use. Hence, it became a part of the Outreach subcontract to evaluate the delivery of services system which grew out of the third-party evaluation of Davis District. As a second consequence, it was decided to field-test the process model used in Davis District by applying the evaluation model in other districts to determine its applicability in rural settings, as well as to derive a final process model which is transportable and could be used statewide. Pursuant to the above activities, the Utah Project Outreach conducted third-party evaluations in four rural districts this year (see map - Figure 4.6). Reports were developed describing the process in each district, as well as a documentation of the final process model.

A second major thrust of the Outreach Project was to assist in training elementary school principals for the leadership role they must assume in order to appropriately serve handicapped youngsters. By subcontract, therefore, it was decided that the Outreach Project would assist in conducting at least two inservice training models designed specifically to increase the skills and competencies of elementary school principals to become instructional leaders and decision-makers in serving handicapped children. Consequently, Outreach helped fund an inservice training package for all elementary school principals in Jordan School District (Utah's fourth largest), using the Instructional Leadership Institute (ILI) as developed by Dr. Larry Marrs of the University of Texas. The second training model involved selected principals from Ogden, Weber, Salt Lake, Granite, Davis and Tooele Districts, who were trained according to the Catalyst model as developed by Dr. Keith Beery of the University of California. During this year the principals have received the training. The long-term longitudinal evaluation of the effects of this training on the principals, resource personnel, regular teachers, handicapped students and their parents necessary to fairly judge these training models was not possible this year because of time constraints.

By subcontract, the fourth and final objective of the Outreach Project was open-ended. It stated that "as time and Outreach funds permit, provide technical assistance in resource system planning and development to other state agencies, to other districts within the state. . . and to regional cooperative service agencies." A wide variety of activities have been conducted to meet this goal. Although not part of the original Outreach subcontract but an outgrowth of Outreach activities and planning, the major product of Utah's Outreach Project has been the conceptualization and articulation of what has been termed the ACCESS Project. An overview of this project is included later in this chapter while the following discussion provides the genesis of this project.

Utah's Project Identification (funded through Title VI-Part B) last year involved a statewide random

(//////) - Wasatch Front Districts

(\\\\\\\\) - Having Received Third-Party Evaluation - ACCESS

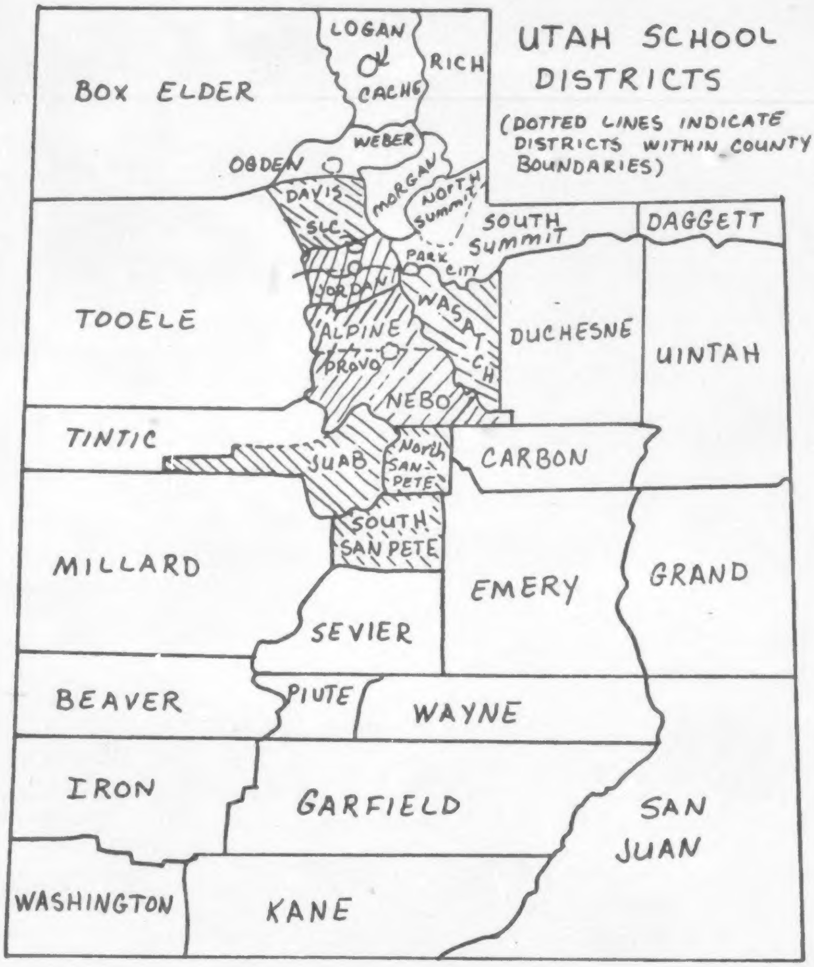


Fig. 4.6 ACCESS Districts

sample of approximately 10 percent of the children referred by regular teachers as suspected handicapped though not currently served in special education programs. In essence, 10 percent of the children referred by regular teachers had full-scale psychoeducational diagnostic tests by a state diagnostic team to determine the accuracy of teacher referral as well as to provide a data base for projecting incidence figures in the various handicapping categories for Utah's population of unserved handicapped children. This year it was decided to concentrate Project identification in a selected number of districts and test all children referred, both as a cross-check on last year's figures, but also in an attempt to provide districts with full information as to the number and service needs of their unserved handicapped population. Those five districts (see map) which had received the third-party evaluation through Outreach received the full-scale psychoeducational diagnostic testing on all referred children through Project ID.

The ACCESS Project is the formal articulation and plan of this procedure. Component 1, (Project ID) gives districts full information as to the number and service needs of their unserved handicapped population. Component 2 (third-party evaluation) gives the district information as to the effectiveness of their current special education and pupil personnel delivery of services. Component 3 (the implementation phase) is used to systematically follow-up on the data provided by Components 1 and 2 to realize a comprehensive cooperative educational services system (ACCESS).

As a consequence, ACCESS, has become a major focus of special education in the State of Utah and has absorbed much of the time of the Outreach coordinator in interfacing the various activities for the Components 1 and 2 with the districts. At the present time, the third component is less precise than the first two of necessity (each district has different and unique implementation needs, some of which are short-term adjustment problems and some of which are long-term availability of resource problems) and require a degree of cooperative planning and systematic follow-through relative to technical assistance from the SEA or other agencies which is extremely complex and difficult. Outreach monies have funded some implementation activities directly or has provided the manpower to access other fund sources. For example, in North Sanpete, South Sanpete and Juab Districts a need for teacher inservice in the management and skills involved in interdisciplinary team staffing of handicapped children had been discovered in the course of the third-party evaluation. Hence, the Outreach staff arranged for team-staffing workshops in these districts using Title VI-D funds. In short, ACCESS has provided a system whereby inservice needs and technical assistance can be targeted on a customized per-district basis to achieve a comprehensive goal of better education services for all handicapped children using a rigorous data base rather than the shotgun approach which so often becomes a shot in the dark.

Within the SEA, Project Outreach was under the direction of the state specialist in programs for Resource Programs/Programs for the Emotionally Handicapped and was coordinated by the Project Outreach Resource Consultant. As such, Project Outreach was considered one of the activities of the section of Pupil Personnel/Special Education in the Division of Instructional Support Services.

Methods-Procedures-Activities of ACCESS

In connection with the evaluation activity of ACCESS, two considerations of basically a "psychological" nature should be discussed. One is that above and beyond the evaluation and needs assessment itself is the importance of the "third-party" approach; that is, the facilitative role of disinterested, credible, outside consultants to do the evaluation itself. This avoids the issue of an SEA evaluation team going through the district's "dirty laundry" so to speak. This issue is critical if the needs assessment team is going to get the kind and depth of information necessary. It should be understood that the choice of third-party consultants--not only for their professional skills, so that they are perceived as credible by district personnel--is highly important, but even more important is their personal interaction skills. It takes a sensitive and perceptive person to get the data and interpret it, but also to report the results in a way that challenges the district to move in more effective ways while at the same time giving credit where credit is due in a highly difficult situation. Second is the role of the third-party evaluation as a change agent in itself.

In the process of evaluation, many chronic frustrations (both from the viewpoint of teachers and administrators) surface; underlying attitudes about handicapped children and service to them, problems with finding the resources and teaching skills necessary. It is imperative that the evaluation and needs assessment comes with a promise of assistance and follow-up. This is the real rationale behind the development of ACCESS.

In the course of working with districts it becomes evident that both the third-party evaluation and Project ID tended to create more problems than they solved unless a way was found to use the data in a productive and constructive way. If not, district personnel tended to be submerged under a negative assessment of their current service delivery while at the same time being made aware of and hence responsible for a whole population of handicapped children not yet in service. The issue of trust became paramount, trust that the SEA would be responsive to needs once they were assessed and trust that a realistic list of priorities could be set by district personnel to implement recommendations so that the impossible was not expected overnight. In this sense, ACCESS begins a process of change which must be continually monitored with understanding and flexibility.

Principal Training was an important component of the program. The original impetus to become involved in principal training came about as the result of the extensive growth of "resource program" service patterns to serve handicapped children in Utah. It was discovered that the successful management of such programs as well as their effectiveness in serving handicapped children necessitated a degree of cooperation between "special" and "regular" teachers involving their shared and cooperative responsibility for handicapped children. This was sometimes difficult to achieve.

In addition, the correct kind of back-up psychological testing, counseling and social work services had to become functioning components of the total delivery system if the resource programs were really to be more than glorified remedial reading. The school principal was identified as the natural bridge and coordinator of these various personnel and service components. The goal to train principals to take a functional role as an instructional leader for all children in their schools seemed imperative. Both principal training programs tackle the problem with slightly different emphases.

The important thing to note is that (like ACCESS) principal training is a complex business and has not an easy answer, nor does it promise overnight change. Principals vary in their abilities, orientations, and skills in management as well as their understanding of handicapped children; hence the training programs in use here have, in a sense, undercut the issue of highly technical awareness of handicapping conditions and remediation strategies, to the more basic dimensions of leadership, humanization of education, flexibility, and management abilities which will allow the principal to better utilize the resources available to him within his own teaching staff or from the district administration. In short, these programs train principals to become facilitators within their own schools.

Several of Utah's Project Outreach activities, direct or indirect, came under the rubric of technical assistance. Assistance which came as part of a concerted, directed effort and an outgrowth of real data was a definite plus. The ACCESS project and follow-up activities were this kind of technical assistance. Technical assistance delivered on a needs basis in response to district request (a workshop here, funding there) tended to become amorphous and difficult to control. For instance, the Outreach Project technically assisted North Sanpete, South Sanpete, Juab, and Wasatch Districts to write proposals and access fund sources for parent counseling and team-staffing workshops, the need for both of which had been identified in the course of the third-party evaluation of these districts. In this sense, ACCESS became a model for delivering technical assistance in a cooperative way between the SEA and LEAs which was highly productive. The data from ACCESS are now being used to project incidence and cost figures for special education statewide. A legislative sub-committee is studying the district reports. At the same time, the same data helped each district in an individual way to assess its unique needs and set priorities for program planning and development within known and unique resource constraints.

A second type of technical assistance is more difficult to justify in terms of cost-effectiveness or positive change, at least from the SEA's point-of-view. This kind of assistance is in response to requests from LEAs in which the LEA plans and conducts the activity and the SEA (Outreach) is primarily a funding source and gatekeeper without real input. The evaluation of this type of technical assistance must be done from within the district itself and is very difficult if not impossible to monitor. In the overall scope of Project Outreach activities this year, this type of technical assistance was minor and involved funding various workshops for teachers and administrators in areas identified as useful in better serving handicapped children or in improving interactional skills between personnel who work with such children.

Results

In a project as diverse and as complex as Utah's Project Outreach FY '74, the method of evaluating all these activities is complex. Several levels of evaluation must be clarified in order to understand and estimate the success of Outreach in Utah. On the first and simplest level is whether Outreach met its subcontract objectives. The question here is whether we did what we said we were going to do. The answer is "yes," with some qualifications. The subcontract called for follow-up evaluation in Davis District which was accomplished.

The second major objective was to replicate the model of evaluation used in Davis in FY '73 in two additional pilot districts. The third-party evaluation was replicated in four additional districts, with the outcome being a final process model of this kind of system-wide process evaluation.

A third objective called for at least two models of principal inservice to be conducted and evaluated. The two models Catalyst and the Instructional Leadership Institute, were conducted, one using 36 principals and administrators from Jordan District, the other using 12 principals from selected Wasatch Front districts. However, the nature of both training programs placed the necessary evaluation of their effectiveness in facilitating measurable change in pupil outcomes, parents, and teachers beyond the ability of this year's Outreach Project to handle. Such evaluation will require a carefully designed, customized evaluation which will measure the relevant parameters on a long-term, longitudinal base, since the issue is really the evaluation of extremely complex managerial and transactional leadership processes. Currently, this type of evaluation is planned and will be started next year, with a target of up to two years before the final results are tabulated. The fourth objective of Outreach this year was actually a blanket clause calling for technical assistance to the extent staff and funding resources would allow.

A second and more difficult level of evaluation deals with not only if the objectives were completed, but how well the objectives were completed. As pointed out above, it was beyond the scope of the project to evaluate principal training this year. The other issue is how to evaluate evaluations. Two of Outreach's major objectives were themselves evaluations, one of Davis District's implementation of third-party evaluation recommendation, and the other was replication of the process model of third-party evaluation.

Evaluating evaluations becomes a regressus ad infinitum unless fundamental decisions as to the purposes of such evaluation are made. What the SEA needs from such evaluation and what the LEA needs are quite different. From the SEA standpoint, what is needed is a process model of evaluation itself which can be used to monitor a district's programs once the initial third-party evaluation is completed. In this sense, the third-party evaluations completed so far serve only as baseline data, not final evaluation of ACCESS as a model for instigating constructive change and as a way of delivering technical assistance. The initial step toward designing the process model of evaluation will be derived from follow-up evaluation activities in Davis District this year, and will be perfected in monitoring the other four ACCESS districts next year. The outcome will be a transportable process model of follow-up evaluation which goes along with the final process model of third-party evaluation. This is in the developmental stage.

From the LEA's standpoint, the issue of evaluating evaluations is quite different. The question here is whether the district administrators find the ACCESS activities helpful in improving services to handicapped children. Letters from three superintendents of ACCESS districts evaluating the third-party evaluation from this standpoint were received. All superintendents found the process extremely valuable and helpful. An I.C.E. Conference was held to get input from the ACCESS pilot district superintendents, their representatives, members of the third-party evaluation consultant team and members of the Project ID diagnostic team to review this year's activities and to discuss priorities for next year.

Put in a simpler way, evaluating Utah's Project Outreach activities at the present time is like trying to evaluate the yield of a newly seeded field. You have to wait till the crop comes in. Right now, it is hoped that the final process model of evaluation and the long-term evaluation of principal inservice will give the SEA the information it needs.

Still a third level of evaluating this year's activities in judging their impact on special education in the state. This is not a matter of hard data, but in what is generated through the various processes discussed above. On this level, Outreach was an unqualified success. ACCESS will be launched in an additional ten districts next year. The districts have been chosen and their superintendents have asked for the services. The state specialist in Special Education has been officially named ACCESS director. Funding for the Project Identification component has been encumbered. Funding for the third-party evaluation component is pending from the legislature.

Current incidence and cost projections from ACCESS this year are the best and most accurate to date. Long-term evaluation both for monitoring ACCESS and principal inservice are planned. The Exceptional Child Center (University affiliated facility) at Utah State University is now compiling a compendium of remediation strategies generated through Project Identification and next year will do a state-wide follow-up of selected Project Identification children to evaluate the effectiveness of the diagnostic and remediation strategies suggested. In effect, ACCESS has become the state plan for Special Education in Utah and is the direct result of Utah's Project Outreach activities.

A final approach to evaluation was to assess the effectiveness of the various technical assistance activities of the Project beyond the ACCESS pilot districts. This, admittedly is the weak link in the chain. In these activities, Outreach was primarily a funding source for activities planned and conducted by districts and in cooperation with other state agencies. Outreach involvement was minimal and consequently so is evaluation data. Two series of workshops were held in conjunction with other state agencies, the Social Service/Education workshops and the Education/Juvenile Court workshops. Their success must be judged by the fact that the Department of Social Services has decided to fund the various district task forces next year in cooperation with the districts in order to pursue the work begun this year. It is the desire of the Juvenile Court judges to repeat the series of workshops next year also, using a different workshop theme.

A final technical assistance activity of Outreach this year was providing the on-site orientation to the Madison School Plan. The request for this orientation came directly from the superintendents of Juab, North Sanpete and South Sanpete Districts. Because of this activity, the three superintendents have decided to cooperate in developing a Madison-type program in their districts next year. A proposal for assistance in the development of this program has been received by the SEA, but final negotiations are not yet completed.

Summary

During FY '74 the four major activities of Utah's Project Outreach were (1) conducting district-wide evaluations (third-party evaluations) of LEA delivery of services: (2) follow-up evaluation of Davis District where the third-party evaluation process was piloted during Outreach FY '73; (3) principal inservice training according to two district training models (Catalyst and the Instructional Leadership Institute): and (4) technical assistance to LEA's as regards inservice and resource system planning.

In the course of these activities, four rural districts in Utah (South Sanpete, North Sanpete, Juab and Wasatch) had third-party evaluations. In addition, these four districts plus Davis District, had blanket psycho-educational diagnostic testing completed on a total of 1,831 children who had been referred as suspected handicapped. These services were performed through Utah's Project Identification. The combining of third-party evaluation with Project Identification became known as project ACCESS, which when coupled with a third, or implementation, became a comprehensive systems approach to achieving comprehensive, cooperative educational services for all handicapped children in these districts. A secondary use of the data gathered in Project ACCESS is to provide cost and incidence projection figures for the numbers and service needs of Utah's unserved handicapped population. ACCESS is currently planned to be instituted in 10 additional districts next year and, in effect, has become the state plan for special education in Utah. A second outcome of the third-party evaluation activities was the finalization of a transportable process model for this kind of evaluation which can be used in all LEA's within the state to assess their current delivery of services to handicapped children. (Due to space limitations, the process model for third-party evaluations is not included in this report. A copy may be obtained by request from the RMRRC.)

Activities in the follow-up evaluation of Davis District has helped to clarify the kind and degree of inservice training necessary to maximize the effectiveness of resource programs. Further follow-up in the other four pilot ACCESS districts is planned next year with the planned result being a process model for follow-up evaluation which will be used to monitor districts once the third-party evaluation and needs assessment is begun. In this sense, the first third-party evaluation gives baseline data on current delivery of services, while further self-monitoring by the LEAs will provide a continual data base upon which to develop improved service delivery to all handicapped.

Principal inservice training using the Catalyst model was instituted using 12 principals from selected Wasatch Front districts. Principal inservice using the Instructional Leadership Institute model was instituted using 36 principals and administrators from Jordan District. Long-term, comprehensive evaluation of both of these models was not possible this year, but is planned for next year.

Technical assistance activities had two major thrusts. One was follow-up to the third-party evaluation in ACCESS pilot districts in order to meet inservice needs identified in these districts as a result of the evaluation. A second thrust of technical assistance centered on improved classroom management, communication and interactional skills, including workships in behavior modification and transactional analysis. In addition, two series of workshops were planned and conducted to improve interagency cooperation. A series of five Juvenile Court/Education workshops was conducted, one in each of the state's five Juvenile Court Districts. A second series of workshops was conducted by administrators and principals of four Wasatch Front districts with representatives from all social service agencies operating in those districts. The purpose of these workshops was to work out improved referral and tracking procedures.

CHAPTER 5

PROJECT OUTREACH: WYOMING*

Wyoming is basically a rural state, a fact that makes it more difficult to provide educational services to handicapped children, especially children with low prevalance problems. The state also contains many natural geographical barriers which make travel and transportation more difficult during the winter months. Extended winters and severe snow storms add to the difficulties of serving children.

In 1969, Wyoming's school districts were reorganized. The 359 school districts that were operating in 1948 were consolidated into 60 districts. The current population of Wyoming, according to a July 1, 1973, report of the Bureau of Census, is 353,360. Only Cheyenne and Casper are major population centers, each having approximately 55,000 people.

The state's income is primarily derived from extractive industries--oil, natural gas, uranium and coal. Oil shale deposits represent a new source of economic importance. Wyoming is a net exporter of energy supplies in that it exports a surplus for use by other states. Several towns, such as Gillette, Green River and Rock Springs, are experiencing substantial population increases due to development of energy resources in their areas.

Tourism is another major industry. Yellowstone and Grand Teton National Parks are examples of the many excellent tourist attractions present in Wyoming. The energy crisis, however, could severely restrict this aspect of the state's economy.

Priorities for the Education of Handicapped Children and the Relationships of Project Outreach Within the Wyoming State Department of Eduction

When Project Outreach - Wyoming was initiated in 1972, the State Department of Education and school districts had already established four service and program priorities. They included:

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*Information for this chapter was submitted by Charles F. Vanover, Jr. and Thomas McCartney; each served as state resource coordinator for one year.

Development of comprehensive career education for all handicapped children;

Development of in-state services for multihandicapped children;

Provision of comprehensive educational assessment for all handicapped children; and

Establishment of a network of Educational Resource Centers.

Project Outreach focused on the development of in-state services for children with severe handicaps and with multiple handicaps. Prior to the initiation of the Project, in-state educational services for multihandicapped children were limited and it was necessary to place many children in out-of-state educational facilities. Consequently, a survey was initiated during the 1972-73 school year to identify the scope of this problem within the state. The final phase of the survey--determining the adequacy and appropriateness of the educational programs of the children identified--is still in progress.

The thrusts of Project Outreach during the 1973-74 award year are delineated in Chapter 6 which contains the amended workscope and program plan outline as part of the evaluation. In summary, the thrusts involved are:

Establishment of a demonstration project for hearing impaired-mentally retarded children;

In-service training for teachers and parents regarding educational services for the severely handicapped;

Development of an improved system for delivering services to handicapped children;

Dissemination of information regarding resources available for handicapped children; and

Follow-through to determine whether the children identified in the FY '73 survey were receiving appropriate educational services.

The original workscope remained essentially the same throughout the Project with two notable exceptions: (1) the central referral system, considered to be a redundant service, was not established; and (2) the long-range planning committee was not established in time to be of benefit to the project. The workscope was amended to reflect these deletions.

From its inception, Project Outreach functioned as an integral part of the Office of Exceptional Children. The project director worked under the direction of the Coordinator of the Office of Exceptional Children and the Coordinator of Curricular Services for Exceptional Children. The Office of Exceptional Children is a component of the Division of Instructional Services.

To aid the Office of Exceptional Children in establishing the data base for a more extended planning effort, it was determined that a better estimate of the adequacies of the educational services being provided was needed. A major objective of this effort was to locate children who were not being served. A survey instrument was designed and implemented by Outreach through the cooperation of the agencies and people listed in Table 5.1.

As a result of the survey of teachers, agencies, school administrators, and parents or other individuals, data on the incidence of handicapped children receiving inadequate educational services in the opinion of those questioned were collected. The data collected follows:

1. Teacher data of handicapped children not receiving adequate educational services:

Multiply handicapped	92
Single handicapped	275
No learning problem given	11
Those in regular classrooms not receiving adequate educational services	2,716
Total	3,094

2. Administrator data of known children not in school due to a handicapping condition:

Emotional	1
Physical	1

Table 5.1 Sources for Needs Assessment Survey

(1) Information about the project was dessiminated by way of various media and other contacts on a state-wide basis by

  (a) Radio, newspaper and professional publications

  (b) Speaking engagements at meetings of 17 professional organizations.

(2) By March 1, 1973 contact had been made with professionals concerned with service to handicapped children as follows for purposes of needs assessment, information dissemination and field testing of data gathering procedures:

  (a) 18 state level agency administrators responsible for programs serving handicapped children.

  (b) 58 superintendents of school districts out of a possible sixty.

  (c) 43 LEA and state supported program administrators of efforts to serve handicapped children, e.g., Special Education directors, coordinators and assistant superintendents.

(3) Needs assessment data gathering forms on incidence of handicapped children and resources available for service to them were sent to:

  (a) 134 individual agency operations

  (b) 401 public school principals in 60 school districts (total number of districts).

  (c) 19 private school administrators.

  (d) 14 day training centers for the handicapped.

  (e) 4,802 teachers
  2,347 elementary
  985 junior high
  1,490 senior high

  (f) 437 parents and individuals potentially knowing of the existence of handicapped children not adequately served or untreated.

Trainable Mentally Retarded	1
Mentally Retarded	7
Muscular Dystrophy	1
Spina Bifida	1
Crippled-Mentally Retarded	2
Cerebral Palsy	1
	15

3. Service agency data on known handicapped children not receiving services: 7

4. Parent data reporting children believed to be handicapped and not receiving services:

a. Not of school age:

Downs Syndrome	2
Convulsive disorder	1
Blind	1
Brittle bones	1
Slow Learner	1
Mentally retarded	2
Socially maladjusted	1
PKU	1
Lacking stimulation	1
Leg development problems	1
	12

b. School-aged:

Orthopedic	1
Blind	1
Speech	2
Socially maladjusted	1
Downs Syndrome	1
Mentally retarded	3
Mentally retarded, deaf	1
Mentally retarded, epilepsy	1
Mentally retarded, physical	1
	12

The individuals above identified are on file by county, initials, birthdate, and suspected handicap only at the Wyoming State Department of Education (WSDE) and at the Wyoming Outreach Project office.

Project Procedures, Activities and Results

The goal of Project Outreach - Wyoming for 1973-74 was: "To improve the delivery of educational services and thereby increase educational opportunities for severely handicapped learners."

Four objectives were delineated to achieve this goal, each of which are discussed below. Each objective is presented as stated in the amended workscope and is followed by a discussion of the activities, results, etc.

Objective I - By September 28, 1974, an exemplary educational program for hard-of-hearing or deaf, mentally retarded children shall be established in Natrona County School District #1.

The 1972-73 survey revealed 17 school-aged children who were both hearing impaired and mentally retarded and who were receiving no educational services or inappropriate educational services. Consequently, the WSDE authorized the development of a demonstration project in Casper for these children during the 1973-74 school term. The project, initiated in September of 1973, was housed in the Wyoming School for the Deaf due to lack of space in a public school building. The Wyoming State Department of Education, Project Outreach and Natrona School District #1 jointly funded the demonstration project.

The project was evaluated by Dr. Richard Bartlett and Dr. William Ambrose of the University of Georgia on April 29, 1974. The impact of the project on the development of the children is summarized in the following statement quoted from their report.

> "Having had an opportunity to observe the class from its inception in August, 1973, to May 1, 1974, it is evident that a great deal of progress has been made by the children enrolled. The boys in the class have moved from uninhibited forms to self-realizing, self-assured individuals with each emerging as a discret personality."

The impact of the demonstration project has been substantial and a second demonstration class has been proposed for 1974-75. Data derived from the two classes will be utilized to prepare a new statute regarding educational and related services for multi-handicapped children.

Objective II - By May 31, 1974, training will be provided to teachers, aides and parents in order to enable the development of skills necessary to provide educational services for handicapped children.

During the second year of the project, a substantial number of local school district personnel expressed a desire for inservice education in the following areas: language and motor development for the severely handicapped, the resource room concept, individualizing education, program planning and development, training of teacher aides, trends in special education, and current litigation and legislation trends regarding the education of exceptional children.

Inservice education workshops were conducted for each of the above topics. An inservice workshop concerning language and motor development for the severely handicapped was presented in Casper during October, 1973, for educators in the western half of the state, with approximately 150 educators participating. The impact of this workshop was twofold: (1) physical educators within the Casper School system implemented many activities from the motor development section of the workshop in their adaptive physical education programs; and (2) teachers within the region learned procedures for developing the language capabilities of severely handicapped children. The latter served as the goundwork for future language development activities.

The Cheyenne School District expressed strong interest in making greater use of mainstream and resource room programs. Consequently, a workshop was presented in Cheyenne during March, 1974. Approximately 100 educators from the eastern half of the state participated. Subsequently, the Cheyenne School District informed the Office of Exceptional Children that 12 additional classrooms based on the resource room concept would be established during the 1974-75 school year.

A workshop for instructional assistants (teacher aides) followed. This workshop was presented in conjunction with a series of workshops concerning Educational Resource Center (ERC) services for Cheyenne school personnel. The workshops were conducted from March 15 through May 31, and involved 25 teachers, 11 instructional assistants and 12 parents of exceptional children. The teacher component was funded with EHA -

Part D monies, the aide and parent components funds via the Rocky Mountain Regional Resource Center.

An outgrowth of the Cheyenne workshops was the development of a two-day workshop on individualized education for 120 elementary educators in Lander. Information about teacher-made materials, classroom management and amelioration of learning problems was the thrust of this workshop.

This workshop stimulated the request for a three-day conference for programmers and administrators of the Lander School District concerning the planning and implementation of comprehensive local district services for the exceptional learner. This conference was scheduled for June 24-26, 1974.

General interest throughout the state in litigation and program trends resulted in Outreach sponsoring Dr. Maynard Reynolds and Dr. Alan Abeson to discuss trends in these areas during the Wyoming Council for Exceptional Children Conference, March 28 and 29 in Torrington. Dr. Abeson also consulted with the WSDE and local school districts concerning the due process rights of children and their parents and legal aspects of new rules and regulations proposed by the Office of Exceptional Children. A member of the Wyoming Attorney General's staff also met with the educators and Dr. Abeson. A legal document on due process was subsequently completed.

Objective III - To plan for an improved service delivery system for handicapped children.

A major goal of the WSDE was the establishment of a network of Educational Resource Centers (ERCs) which merge human and nonhuman resources and other components of the educative process to provide the continuity necessary for effective response to educational concerns identified by local school districts. Three demonstration ERCs, serving 22 school districts, were initiated during the 1973-74 school year; 3 additional demonstration centers are planned for 1974-75. The program is designed to be supported by local school districts and state funds. The RMRRC and the Rocky Mountain Special Education Instructional Materials Center played important roles in the development of the ERC concept and its implementation at the local level.

Project Outreach, through two topical conferences sponsored by the RMRRC, provided basic information to 31 individuals from nine Wyoming School Districts concerning (a) service delivery systems for the handicapped in rural communities, and (b) issues regarding the severely multiply handicapped. These conferences stimulated interaction among professionals, parents and local school board members, and facilitated the improvement of existing special education services in several local districts.

Objective IV - To disseminate information about resources available for handicapped children.

During Phase I of the project, teachers, administrators, parents and other individuals involved with handicapped children indicated the need for a comprehensive directory of resources concerning the health, education and welfare of exceptional children. Consequently, a *Directory of Resources for Exceptional Children and Youths in Wyoming* was developed in cooperation with the University of Wyoming and will be distributed statewide in the fall of 1974. The Directory will be updated every two years.

Information concerning the project activities was disseminated through the *Wyoming Educator* (a monthly publication of the Wyoming State Department of Education), mass media and meetings with community organizations.

Objective V - To follow-up the 1972-73 needs assessment study of incidences of handicapped children.

Using information obtained during the initial survey, a follow-up study was conducted regarding the adequacy of current educational services for severely and multiply handicapped children. To date, this study has indicated that at least 110 severely or multiply handicapped children are receiving inadequate or no educational services. The Office of Exceptional Children will use this information to improve services for these children including recommendations to the WSDE for the creation of legislation that will facilitate the development of adequate in-state services.

Summary

Project Outreach has had a great deal of impact on educational services for handicapped children in the State of Wyoming. Both the quality and quantity of educational services for handicapped children have been improved. This is evident by several ongoing or planned events: (1) As a result of the Casper Demonstration Project, the survey and followup data and consultation provided by the RMRRC, changes are being proposed in the Education Code concerning the education of the handicapped. (2) The state will continue the Casper demonstration class and plans to add another demonstration classroom for multiply handicapped children. (3) Three educational resource centers (ERCs), which merge human and nonhuman resources for serving the handicapped, were designed and implemented during 1973-74. Three additional ERCs are planned for 1974-75. The centers are funded by the State Foundation Program and LEA resources. (4) Two hundred thirty-seven (237) teachers attended inservice workshops to upgrade their knowledge and educational skills. The ERCs will continue to offer this service at the local level.

The objectives sought through Project Outreach - Wyoming were achieved, and in fact, exceeded. The project has substantially assisted the state in developing an in-state capability for serving multihandicapped children. The immediate impact is that the capabilities of many multihandicapped children are being identified and developed that otherwise would have been further delayed. Seldom has a short-term project had such far-reaching effects on this state.

Supplemental Comments

The preceding comments were generated by the project staff and reflect the view of the Outreach program from within the state. The evaluator's comments are provided in Chapter 6. The following comments reflect some general observations by the RMRRC staff relating to the operation of the Outreach program.

The Wyoming Outreach program was unique from an administrative viewpoint as it was the only one of the RMRRC subcontracting efforts in Outreach that was not directly subcontracted to the responsible agency. The RMRRC handled the monies to support the Wyoming staff and support costs. The procedure circumvented some problems in the Wyoming system, which had not handled a subcontract of the Outreach type before, but it placed the RMRRC in the position of day-to-day fiscal agent. The RMRRC project officer had to learn the fiscal procedures of the University and the Bureau to be able to respond to problems that arose.

The incidence of processing problems was fairly high as the process went through many people before payment, both in the Wyoming educational system and at the university. The problems which arose had to be resolved by joint efforts of the Wyoming resource coordinator and the RMRRC Outreach Project Director. The outcome of this activity was that both individuals spent considerable time in bookkeeping functions. Based on the experience with the other Outreach efforts in which subcontracts were used, it is concluded that subcontracting of the Outreach process is the most efficient method.

The Wyoming work demonstrated the importance of planning and the need to initiate planning early in the process. It was felt by the RMRRC staff that some of the project delays were attributable to a need for increased planning. In several of its component programs extensive planning was undertaken and the results from these efforts exceeded expectations. The situation helped the state to determine that it must focus on the planning process to maximize the use of its resources. One outcome of this experience was the development of a state plan and a greater integration of supporting agencies into the overall special education service process (Table 5.2).

Table 5.2

Cooperating Agencies

Listed below are the principal agencies with which Project Outreach coordinated activity thrusts:

Wyoming State Department of Education - Each of the three divisions of the Department provided a broad range of services encompassing all aspects of the Project.

University of Georgia - Provided a wealth of technical assistance concerning the demonstration project for hearing impaired-mentally retarded children.

University of Wyoming - Assisted in planning and conducting several in-service education workshops and played a major role in developing and publishing the Directory of Resources for Exceptional Children and Youths in Wyoming.

Natrona County School District #1 and the Wyoming School for the Deaf - Assisted in planning and implementing the demonstration project for hearing impaired-mentally retarded children.

University of Utah - Department of Special Education provided consultative services to the Lander workshops.

Parsons State Training School (Kansas) - Provided consultative services during the initial planning phases of the demonstration project for hearing impaired-mentally retarded children.

Laramie County Community College - Provided facilities and audio-visual equipment for the Cheyenne workshops.

Jordan School District (Utah) - Provided consultants for the workshops conducted in Cheyenne and Lander.

Northwest Regional IMC and RRC - Contributed consultative services in the planning of Project Outreach long range multiplier activities.

Rocky Mountain Special Educational Instructional Materials Center - Provided general consultation to the Project Coordinator.

CHAPTER 6

EVALUATION REPORT ON THE OUTREACH COMPONENT OF THE ROCKY MOUNTAIN REGIONAL RESOURCE CENTER

by

David L. Lillie
University of North Carolina

This is the third-party evaluation report for the 1973-74 Outreach component of the Rocky Mountain Regional Resource Center (RMRRC). The RMRRC has been funded for four years by the Bureau for the Education of the Handicapped (BEH) of the U. S. Office of Education under the Regional Resource Center program.

A major component of the RMRRC has been to fund, facilitate, and provide support for four statewide projects in the states of the region: Idaho, Wyoming, Montana, and Utah. Each project was designed to facilitate and to implement the development of a major component of each state's educational services to handicapped children.

In this evaluation situation, due to the breadth of each state's workscope and geographical considerations, a staff interview method was employed.

The purpose of this interview was: (1) to determine the extent of goal directiveness of the project, (2) to determine the extent to which original intent was met, compromised, and/or changed, (3) to determine the impact on each of the state educational services to handicapped children, (4) to determine the impact on State Educational Agency (SEA) personnel in providing information for state level decision-making, and (5) to provide information that will facilitate decision-making for similar activities and continuation activities.

This report is organized into the following sections: purpose of evaluation, procedures, reports on Idaho, Montana, Utah, and Wyoming, and summary and conclusions.

Procedures

Several steps were taken to provide an evaluation of the Outreach projects. They were: (1) review of the legal contracts between each of the four states and the RMRRC, (2) development of a program-plan outline by the state staff of each Outreach project, (3) review of all interim reports, workshop reports, documents, and products developed by the Outreach projects, and (4) a structured individual interview with (a) the staff of the Outreach projects, and (b) the State Director of Special Education in each state. These interviews took place on May 2 and 3, 1974. A copy of the interview questions is attached to this report.

Final Evaluation Report

Idaho

Background and Purpose

The Idaho Outreach Project's workscope was developed at the same time that mandatory education for handicapped children in Idaho was implemented. It was apparent that if mandatory legislation was implemented for handicapped children, a data base had to be developed to determine numbers and needs of children. Accordingly, the Idaho SEA deemed it appropriate that the Idaho Outreach Project's activities, funded by the RMRRC, would be an opportunity to establish this data base which would allow the state to initiate a needs-assessment program for handicapped children.

A contract was negotiated with the RMRRC and the SEA in Idaho. This contract was modified to some extent at the end of the first year and the beginning of the second year of the Outreach Project. These modifications dealt with changes in the workscope that were implementative, rather than planning. This change was due to a natural evolution from a planning workscope during the first year to an implementation during the second year. As can be seen in the program-plan outline for the Idaho Outreach Project (Table 6.1), the total workscope deals with one primary goal: To produce data and information describing the needs of exceptional children and the availability of services for the development of

Table 6.1 Program Plan Outline for Project Outreach - Idaho

NEED: To adequately describe the educational needs of exceptional children in I necessary optimal educational support system to meet these needs as neces mandatory special education.

GOAL: To produce a report describing the needs of exceptional children and alte the development of an optimal educational support system for all exceptio in Idaho.

OBJECTIVES	ACTIVITIES	EVALU
1. To determine an incidence of exceptional children within school districts and communities selected by a stratification and randomization process.	1.1. Cross-section study of exceptional children in 60 randomized school districts and communities.	1.1 Regional informati the numbe of except in Idaho availabl priate st puter pr written incidenc with Idal data.
	1.2. Sample study of speech handicaps.	1.2. Data reg of speec

*All objectives evaluated as of May 1, 1974.

Program Plan Outline for Project Outreach - Idaho

adequately describe the educational needs of exceptional children in Idaho and the cessary optimal educational support system to meet these needs as necessary under ndatory special education.		
produce a report describing the needs of exceptional children and alternatives for e development of an optimal educational support system for all exceptional children Idaho.		
OBJECTIVES	ACTIVITIES	EVALUATION*
etermine an incidence of ptional children within ol districts and com- ties selected by a tification and randomi- on process.	1.1. Cross-section study of exceptional children in 60 randomized school districts and communities.	1.1 Regional and statewide information concerning the numbers and kinds of exceptional children in Idaho is currently available. An appropriate statistical computer program is being written to correlate incidence information with Idaho demographic data.
	1.2. Sample study of speech handicaps.	1.2. Data regarding numbers of speech handicapped
bjectives evaluated as y 1, 1974.		

Table 6.1 continued

OBJECTIVE	ACTIVITIES	EV
		childre and inf sently
	1.3. "Out-of-School Excluded" handicapped child search.	1.3. This St Find) w May 1, and off tion by chief s cer. E dures h oped, f have be traine resour mobili the ma informa locate exclud childr
2. To describe the services presently available to excep-	2.1. Review of literature and other states' activities	2. All da collec

.1 continued

OBJECTIVE	ACTIVITIES	EVALUATION
		children is collected and information is presently available.
	1.3. "Out-of-School Excluded" handicapped child search.	1.3. This Study (Idaho Child Find) will be initiated May 1, with a kick-off and official proclamation by the Governor and chief state school officer. Forms and procedures have been developed, field personnel have been hired and trained, and volunteer resources have been mobilized to carry out the mass media, public information campaign to locate and identify excluded handicapped children.
escribe the services pre- ly available to excep-	2.1. Review of literature and other states' activities	2. All data information collected pertinent to

Table 6.1 continued

OBJECTIVES	ACTIVITIES	E
tional children in Idaho and those needed to meet mandatory special education (Vendor or Provider System).	concerning rural special education program delivery.	object able. tion i analyz
	2.2. Documentation of the availability of services for exceptional children in Idaho (showing gaps in service and possible overlaps).	
	2.3. Determine actual program needs based upon incidence study results.	
	2.4. To summarize information concerning attitudes of superintendents, teachers, principals, special education directors and coordinators, and university personnel toward the present special education services and possible future alternatives (Vendor Perceived Needs Study).	

6.1 continued

OBJECTIVES	ACTIVITIES	EVALUATION
nal children in Idaho and se needed to meet manda- y special education (Ven- or Provider System).	concerning rural special education program delivery. 2.2. Documentation of the availability of services for exceptional children in Idaho (showing gaps in service and possible overlaps). 2.3. Determine actual program needs based upon incidence study results. 2.4. To summarize information concerning attitudes of superintendents, teachers, principals, special education directors and coordinators, and university personnel toward the present special education services and possible future alternatives (Vendor Perceived Needs Study).	objective two is available. This information is currently being analyzed and summarized.

Table 6.1 continued

OBJECTIVES	ACTIVITIES	EV
3. To determine the manpower available and the adequacy of potential training resources to meet the manpower demands of mandatory special education (Vendor or Provider System).	3.1. Questionnaire to university training programs concerning the production and placement of personnel serving exceptional children over the last 5 years and the potential during the next 3 years.	3. Inform Idaho specia been c curren marize
	3.2. From Idaho State Department of Education certificate records, determine in the last 5 years the number of Idaho special education teachers trained and placed, and out-of-state teachers trained and placed in special programs.	
	3.3. Review of special education manpower studies.	
4. To determine consumer satisfaction with the present service delivery system for exceptional	4.1. Consumer questionnaire concerning the satisfaction of existing services for exceptional children in Idaho.	4. Inform object collec rently

.1 continued

OBJECTIVES	ACTIVITIES	EVALUATION
determine the manpower ilable and the adequacy potential training ources to meet the man-er demands of mandatory cial education (Vendor Provider System).	3.1. Questionnaire to university training programs concerning the production and placement of personnel serving exceptional children over the last 5 years and the potential during the next 3 years.	3. Information regarding Idaho manpower needs in special education has been collected and is currently being summarized.
	3.2. From Idaho State Department of Education certificate records, determine in the last 5 years the number of Idaho special education teachers trained and placed, and out-of-state teachers trained and placed in special programs.	
	3.3. Review of special education manpower studies.	
determine consumer isfaction with the sent service delivery tem for exceptional	4.1. Consumer questionnaire concerning the satisfaction of existing services for exceptional children in Idaho.	4. Information pertinent to objective four has been collected and is currently being summarized.

Table 6.1 continued

OBJECTIVES	ACTIVITIES	EVALUATI
children in Idaho and possible satisfaction with new alternatives.		
5. To identify alternate funding patterns compatible with program alternatives.	5.1. Review of literature and other states' activities concerning special education finance patterns. 5.2. Special Education Cost/ Finance Study.	5. Activity 5. The Special Finance Stu been comple districts. analysis is special edu data will b for furthe tical analy
6. To identify legislative considerations necessary to implement various training, programming, and finance patterns.	6.1. Review of literature and other states' activities concerning special education. 6.2. Support of necessary special education legislation.	6. Activity 6. Senate Bil supported. been passed are being assure imp

continued

OBJECTIVES	ACTIVITIES	EVALUATION
ren in Idaho and pos- e satisfaction with lternatives.		
dentify alternate ing patterns compati- with program alterna- s.	5.1. Review of literature and other states' activities concerning special education finance patterns. 5.2. Special Education Cost/ Finance Study.	5. Activity 5.1. is completed. The Special Education Cost/ Finance Study (5.2.) has been completed in 19 school districts. A preliminary analysis is available. All special education finance data will be key punched for further computer statistical analysis.
dentify legislative iderations necessary mplement various ning, programming, and nce patterns.	6.1. Review of literature and other states' activities concerning special education. 6.2. Support of necessary special education legislation.	6. Activity 6.1. is completed. Senate Bill 1362 (6.2) was supported. This bill has been passed and strategies are being carried out to assure implementation.

Table 6.1 continued

OBJECTIVES	ACTIVITIES		EVALUAT
7. To disseminate final information to all interested persons.	7.1.	Mail report to Superintendents, SRS Directors, special education teachers and special education coordinators.	7. It is antic final infor the Idaho S Needs Asses be dissemin June, as so Project Chi porated.
	7.2.	Make report available to interested legislators through Legislative Council Special Education Study Group and to other groups such as the State Board of Education, Professional Standards Committee, Developmental Disabilities Council, Inter-departmental Committee on Children and Youth, League of Women Voters, local superintendents, special education supervisors, teachers, etc.	

l continued

OBJECTIVES	ACTIVITIES	EVALUATION
sseminate final infor- n to all interested ns.	7.1. Mail report to Superintendents, SRS Directors, special education teachers and special education coordinators. 7.2. Make report available to interested legislators through Legislative Council Special Education Study Group and to other groups such as the State Board of Education, Professional Standards Committee, Developmental Disabilities Council, Inter-departmental Committee on Children and Youth, League of Women Voters, local superintendents, special education supervisors, teachers, etc.	7. It is anticipated that final information concerning the Idaho Special Education Needs Assessment Study will be disseminated in May-June, as soon as data from Project Child can be incorporated.

optimal, educational support systems for all exceptional children.

In reflecting on the two-year period, it is apparent that, although the workscope was on target, the first year workscope projected more activities than could be accomplished during that time. Therefore, the second-year workscope was a continuation of some aspects of the first-year workscope that were uncompleted.

Staff

Supported from the Outreach Project funds, the staff included one full-time coordinator, one full-time secretary and five part-time coordinators who were to plan, organize and execute the program workscope. Even though the coordinator of the Outreach Project was paid full-time from these funds, she was also seen as a key figure in the SEA for the education of handicapped children.

The coordinator's background and training includes a doctorate in education and experience as a teacher of handicapped children and as a director of programs for handicapped children. The part-time research specialists were selected on the basis of three criteria: (1) background in special education, (2) background in research activities, and (3) the ability to get along with people appropriately.

In addition to coordinating the work responsibilities in the special Outreach Project, the coordinator also provided consultation to the SEA.

And, in addition to the paid staff, the project utilized many volunteers throughout the state during fiscal 1974. There was no staff turnover during the project.

Procedures

The project procedures, in meeting the objectives in the workscope, follow the activities as outlined in the program plan.

Objective # 1 - The project staff initiated a study last year of exceptional children in sixty districts. This constituted a pilot study on which information forms were developed for conducting the entire study. In addition, procedures were refined for a wider study. The stratified random sample process was coordinated with the schools and was executed.

The next steps involved coding and analysis of data, and the initiation of an out-of-school search. In addition, a process was undertaken for finding all handicapped children who were not enrolled in school in Idaho.

Objective #2 - Again, the activities undertaken to meet the objective were very similar to the program plan. To facilitate the activities, there was a large contribution from various service organizations in the state, such as the Association for Retarded Children and the League of Women Voters.

The questionnaire reported in Objective #2 had a good response with an 86 percent return. With the superintendent questionnaire, there was an 80 percent return. These data have already been used for planning the next process steps.

Objective #3 - This objective dealt with determining the extent of available manpower to meet the needs of handicapped children within Idaho and the adequacy of potential training resources to meet these manpower needs. Again, the program-plan outline presented the steps for this objective. There were no additional steps nor changes for this objective.

Objective #4 - This objective dealt with the satisfaction of the public in the state with services for handicapped children. As indicated in the work activities for this objective, a questionnaire was sent out to all parents of the state's handicapped. There was a 31 percent return on the questionnaire. In addition, a questionnaire was given to students of special education programs. There was a 42 percent return of these questionnaires. The results of these questionnaires will be available in the final data report.

Objective #5 - The steps taken to meet this objective were the same as reported in the program outline. The cost-study activity as reported was undertaken in 19 local school districts.

Objective #6 - Again, there were no procedural changes from those outlined in the program plan.

Objective #7 - The activities to meet this objective were on time schedule, and although this schedule does not permit the inclusion of these results at this date, every indication is that it will be completed as scheduled.

Discussion of Procedures

The project staff had a difficult time responding to the question: "Which project activities do you believe are the most meaningful to the state?" They agreed that there were at least three very meaningful activities. One, the cost study; it appears that the cost analysis study will be of great value to the education agency as it plans future legislation and services. The second response to that question dealt with arriving at a better understanding of organizational situations in terms of how services are organized and delivered to handicapped children in the state. The third response dealt with the eagerness displayed by teachers, superintendents and others, to be involved in a meaningful way within the project.

It was difficult for the staff to respond to the question: "Which activities were least meaningful?" No activity emerged as such. There was general agreement that the procedures were effective and that no major changes would be made if the project were conducted again. There was some discussion on the appropriateness of timing of the out-of-school survey. Rather than tacking that on after other surveys were initiated, there was some feeling that the out-of-school survey should have been initiated at the same time as the other surveys.

Results

The staff members are convinced that the Outreach project efforts have had a great deal of influence on the development of services to exceptional children in the State of Idaho. The State Director of Special Education indicated that the Outreach activities and the identification of handicapped children and their needs have had tremendous influence on other activities within the SEA.

The project activities have given both visibility and credibility to special education efforts at the state agency level. Relationships with other state agencies have improved as a result of this effort. When asked "what would you have liked to accomplish that you did not accomplish?" the potential for a follow-up study was cited. The question; "What happens to children after they leave the school programs?" is an important one which the staff would like to follow-up. In addition, it was felt that more dissemination capabilities were needed to disseminate the results of the activities. It is too early to tell what the total impact of this study will be on the implementation of the state plan that is developed as a result of the Outreach project's efforts.

Final Evaluation Report

Montana

Background and Purpose

In Montana's original contract with the RMRRC, the overall purpose of the project was specified as follows: The identification by location and category of all school-aged, handicapped children in the state, and the initiation of the identification of available resources in Montana to serve these children. In addition, the overall purpose was to assist Montana in continuing to develop a regional service pattern which provides for state regional coordinators to supervise and coordinate area resources for handicapped children.

The evaluation interview involved the staff of the Outreach Project in Montana and the staff of the State Education Agency in Special Education. The main purpose of the Outreach effort verbalized during the interview was the development and implementation of a regional communicational system in special education and the testing of the effectiveness of this plan. It was indicated that additional objectives and goals were added to the Outreach workscope that were not reflected in the original contract. The final program plan, as presented in Table 6.2, outlined the five main goals and the objectives and activities that were planned to reach these goals. It was believed by the SEA staff and the Outreach staff in Montana that the original objectives were realistic but that the amount of work that could be accomplished was over-estimated initially.

Table 6.2 Program Plan Outline for Project Outreach - Montana

TARGET: OSPI, LEA, RMRRC, and Regional Council.

GOAL: To implement, monitor and coordinate a communications system effective f hensive planning in Montana.

OBJECTIVE	ACTIVITIES	EVALU
1. To construct a model acceptable by OSPI and Project Outreach Coordinator	In-service training through RMRRC (Carol Blankenship)	Rough Model co
2. To modify and simplify model to a degree acceptable to OSPI and Outreach Coordinator.	Communication with RMRRC (Vance Engleman) and exchange of model	Simplified and acceptable to Outreach Coord
3. To modify model to include personnel by name and relationship.	Not initiated	
4. To in-service regional coordinators on specifics of model.	Not initiated	
5. To in-service regional resource (RRC, LRC) personnel on specifics of model. * All objectives evaluated as of May 1, 1974.	Not initiated	

Program Plan Outline for Project Outreach - Montana

OSPI, LEA, RMRRC, and Regional Council.		
o implement, monitor and coordinate a communications system effective for state compre- ensive planning in Montana.		
OBJECTIVE	ACTIVITIES	EVALUATION*
construct a model eptable by OSPI and Pro- t Outreach Coordinator	In-service training through RMRRC (Carol Blankenship)	Rough Model constructed
modify and simplify mo- l to a degree acceptable OSPI and Outreach Coor- ator.	Communication with RMRRC (Vance Engleman) and exchange of model	Simplified and modified - acceptable to OSPI and Outreach Coordinator.
modify model to include rsonnel by name and re- ionship.	Not initiated	
in-service regional ordinators on specifics model.	Not initiated	
in-service regional source (RRC, LRC) per- nnel on specifics of del.	Not initiated	
jectives evaluated as 1, 1974.		

Table 6.2 continued

OBJECTIVE	ACTIVITIES	EVALU
6. To establish evaluation system of communication model.	Not initiated	
GOAL II: Develop a Resource Model for the State of Montana.		
1. To develop and test a resource model for the State of Montana	Develop package to field test (Field test model)	First 2/3 completed.
	Modify model based on field recommendations	No formal informal collected.
2. Modify model on second evaluation	First draft modified and redrafted	Informal
	Not initiated	
3. Develop total package	Not initiated	
GOAL III: Coordinate Regional activities as designated by OSPI.		

6.2 continued

OBJECTIVE	ACTIVITIES	EVALUATION
establish evaluation sys- n of communication model.	Not initiated	
Develop a Resource Model for the State of Montana.		
develop and test a resource del for the State of Mon- na	Develop package to field test (Field test model)	First 2/3 of package completed.
	Modify model based on field recommendations	No formal evaluation informal evaluation; collected.
dify model on second evalu- ion	First draft modified and re-drafted	Informal evaluation
	Not initiated	
evelop total package	Not initiated	
I: Coordinate Regional activities as designated by OSPI.		

Table 6.2 continued

OBJECTIVE	ACTIVITIES	EVA
1. To establish Regional Councils to represent regions in the state.	OSPI directive with state supervision support and coordinator assistance.	5 councils rep
2. To have councils decide on activities of Regions they represent.	Presentation by Larry Holmquist; Job description by OSPI. Council sessions coordinated by regional coordinators.	Councils activ on jobs, feder Regional Plan, traineeship, e

GOAL IV: To identify all children with exceptional conditions in Montana.

1. To disseminate and collect a tool that will screen children and youth.	Statewide workshop on screening	Attendance by Schools in Reg
2. To screen all children and youth through ancillary agencies.	Modified screening form	Acceptable by coordinators.
3. To disseminate of form.	Not initiate	
	Computer evaluation of returns	Not computed t

6.2 continued

OBJECTIVE	ACTIVITIES	EVALUATION
establish Regional uncils to represent egions in the state.	OSPI directive with state supervision support and coordinator assistance.	5 councils represented
have councils decide activities of Re- ons they represent.	Presentation by Larry Holmquist; Job description by OSPI. Council sessions coordinated by regional coordinators.	Councils actively deciding on jobs, federal funds, Regional Plan, evaluation traineeship, etc.
To identify all children with exceptional conditions in Montana.		
disseminate and llect a tool that ll screen children d youth.	Statewide workshop on screening	Attendance by 85% of Public Schools in Region IV
screen all children d youth through an- llary agencies.	Modified screening form	Acceptable by OSPI and coordinators.
disseminate of rm.	Not initiate	
	Computer evaluation of returns	Not computed to date

Table 6.2 continued

GOAL V: To provide service to sparsely populated areas.

OBJECTIVE	ACTIVITIES	E
1. To develop a Regional Budget to provide service for the exceptional children and youth.	Establish Executive Committee	Completed (Appointe
	Assess the needs in the region	Completed
	Develop a scatter plot of need	Completed
	Predict personnel needs from incidence figures	Complete
	Indicate specific needs and relative cost of program	Complete sal rough
	Submit budget to Executive Committee	Complete sal for m
	Modify budget by Executive Committee	Final dra
	Propose final budget to Regional council	Final dra
	Propose final budget to OSPI	Final dra

continued

To provide service to sparsely populated areas.

OBJECTIVE	ACTIVITIES	EVALUATION
evelop a Regional Budget provide service for the eptional children and h.	Establish Executive Committee	Completed (Appointed by council)
	Assess the needs in the region	Completed (Survey)
	Develop a scatter plot of need	Completed (Regional chart)
	Predict personnel needs from incidence figures	Complete (breakdown)
	Indicate specific needs and relative cost of program	Complete (Budget proposal rough draft)
	Submit budget to Executive Committee	Complete (Budget proposal for modification)
	Modify budget by Executive Committee	Final draft accepted
	Propose final budget to Regional council	Final draft accepted
	Propose final budget to OSPI	Final draft accepted

Staff

The RMRRC Outreach funds supported two fulltime people: the project coordinator and one regional coordinator. The project coordinator's responsibility was to coordinate the workscope of the Outreach project and to maintain relationships and communication between the SEA and the RMRRC. The regional coordinator, supported by RMRRC funds, was responsible for developing, planning, and coordinating services for handicapped children within a specific region of the state. In addition, one full-time secretary was supported.

Additional staff, not funded from the project, were also used to implement the activities needed to reach the Outreach objectives. These consisted of area resource teachers who were supported out of Title VI-B funds in the state. There was some staff change during the two years. A new person was added during the year and the strategen of the first year was not supported the second year. The two project staff members supported through the Montana Outreach efforts had classroom experience in working with handicapped children and held master degrees in special education.

Procedures

As can be seen in the program-plan outline, the objectives and activities sometimes were not as specific as necessary for a clear picture of the project workscope. In the third-party interview, a discussion of each objective was pursued:

Objective #1 - The RMRRC assisted the Montana Outreach project in developing an inservice training model to meet this objective.

Objective #2 - This activity was undertaken and a staff member of the RMRRC assisted the Montana Outreach project in evaluating and critiquing the model.

The remaining objectives under goal #1, objectives 3, 4, and 5, were not initiated by the project.

The project staff and state supervisor of special education were asked about the presence of the model and its effectiveness. The state supervisor indicated satisfaction with the inservice training model, and the state regional coordinators approved the model for inservice training. One result of this model was that a previously established position in the same education agency was eliminated because it was agreed upon that the implementation of this model of inservice training does not include or need that position. Although the model was not defined or articulated during the interview, the SEA staff left no doubt as to its usefulness. It was also agreed upon by the staff members at the interview that the model has enabled better utilization of available resource people such as those from the RMRRC. It is quite evident that the model does exist, although it is not quite clear what is meant by a model and its extensiveness.

Goal 2, Objective #1: This objective dealt with the development of a training packet to provide field training for regular elementary classroom teachers in Montana. To meet this objective, several activities were conducted. First, the project coordinator and other staff members worked with the teacher core and faculty at the Eastern Montana College of Education (EMC) to develop the initial format and outline of the training packet. This resulted in an overall packet that had several components. At the time of the interview, two-thirds of these components were actually completed. The teacher core at the EMC utilized the package and have provided feedback on the package which resulted in modifications. These training packages are available at the SEA.

Goal 2, Objectives #2 and #3: In looking at the program plan outline, it was clear that these objectives were actually activity steps that continue the activities of Objective #1 under Goal 2. The staff reported that there was not enough time to complete these activities.

Goal 3, Objective #1: This goal and objective dealt with the coordination of activities across regions by the SEA and the establishment of regional councils. A series of regional meetings were conducted in each region in the state. These meetings developed the regional councils and resulted in the election of representatives from the superintendents to each regional council. The councils met in each region and decided on activities for coordination and expenditures of federal funds.

The objectives and activities outlined under Goal 3 were interchangeable but there was evidence, as a result of the interview, that strides have been made to meet this objective.

Goal 4, Objective #1: This goal dealt specifically with identification of children needing special education services in Montana. The first objective dealt with development of procedures and "tools" for screening and identification of children. The steps taken were: (1) modification of existing procedures, (2) review of these procedures through assistance of the RMRRC and technical assistance from outside consultants, (3) dissemination of the resultant modified procedures to the regional coordinators, (4) the planning and conducting of workshops in each of the regions by the regional coordinators with the purpose of acquainting those people in those regions with the procedures, (5) use of the procedures by the classroom teachers in screening children suspected of having handicapped conditions.

Goal 4, Objective #2: This goal dealt with the use of other agencies in assisting in the screening of young children. The screening procedures were modified by vocational rehabilitation staff. Initiation of screening by other agencies did not occur.

Goal 5, Objective #1: This objective dealt with the need for each regional council to develop a budget which would enable services to flow to the exceptional children and youth in their regions. The staff members of the Outreach Project indicated that each council did indeed develop budgets through the executive committees, and the councils initiated a needs assessment by contacting all regional superintendents. The other steps for this objective were completed.

Discussion of Procedures

It was apparent from this interview that a great deal of activity was undertaken as a result of the Outreach Project in Montana. However, it was also clear that as the program plan is reviewed along with the report from the staff members on what actually happened, sometimes the activities were not as systematic as possible. There were additional activities that were not reported in the program plan. These were the development and execution of workshops for severely handicapped children within Montana and a series of work activities with the regional councils and superintendents on needed legislation or services for handicapped children. In response to the question, "Which activities were most meaningful in your opinion?", the staff members agreed that the initiation and development of a field-related, regional system, and the system of back-up support for that system was the most important activity. In addition, it was felt that the overall activities of the Outreach Project provided for consistent and strong support for the staff members and for ongoing activities within the SEA. The least meaningful activity was that of involving the overall steering committee for the project. This activity just did not develop the way it was thought that it would develop.

It was felt that if the project were initiated now and the staff had the opportunity to do it again, that the RMRRC should insist that Montana meet its contract requirements. If this had occurred, the staff members would have gained more support from higher-ups in the organization and would have been able to meet the workscope. It was also felt that more initial interaction and communication with the RMRRC would have been useful in helping the state to support the Outreach Project in the initial planning and implementation of the program. It was also felt that they could have better utilized the RMRRC resources if they had had more opportunity.

Results

This interview indicates that the project had some difficulty in generating and executing the workscope and that some objectives were not met. However, there was unanimous agreement that the presence of the Outreach Project has had a definite impact on Montana and its program services to handicapped children. The needs-assessment activities, in terms of identification of handicapped children and their needs for educational services, would not have been initiated or accomplished in the state without the Outreach Project. This step will be a very positive one for future state level programming.

The present organizational structure of regional coordinators has developed from Outreach program activities. In this sense, the impact has been very visible. When asked if the staff has any indication or evidence that the local education agencies were satisfied with project results, the State Supervisor of Special Education pointed out that since the initiation of the Outreach Project, area resource teachers have grown from 5 to 26. He believes that this growth has been fostered by the Outreach activities.

The feedback from the state special education program staff is very positive, and they believe the Outreach Project impact is synonymous with the gains for providing services. They indicate there is more cooperation from personnel in school systems where there was no cooperation before Outreach.

During a state of flux at the SEA level, the Outreach staff positions were the only stable personnel slots at the SEA level in special education for a crucial period. It was pointed out by the staff members that as a result of the Outreach Project efforts the SEA staff now know how to utilize support systems better as they enter into relationshiops with new or additional support systems.

Final Evaluation Report

Utah

In reviewing the initial contract between Utah and the RMRRC, the general goal of the project was to assist the SEA in assuring that all handicapped children in Utah would be appropriately served by 1980.

During the initial stages of the Utah Outreach Project, part of the staff activity dealt with narrowing the scope of the project's goals. During the interview, the staff and the State Director of Special Education indicated that the original workscope in the contract was overstated. At the beginning of this final year the workscope was refined and narrowed to the goals and objectives of the program-plan outline (Table 6.3).

As a result of these refinements, Project ACCESS emerged as the central activity theme for the Outreach program. The main purposes of Project ACCESS were: 1) Identification of handicapped children in a systematic manner; 2) needs assessments of the capabilities of state school districts to provide services to identified children, and; 3) evaluation of the access model by sampling and taking a specific look at the process in a designated district.

After the initial stages of narrowing the workscope, the project staff believed that the program plan developed

Table 6.3 Program Plan Outline for Project Outreach - Utah

GOAL: Develop, refine and extend the technical assistance capacity of the U assist LEA's in the evaluation, development, and monitoring of resour for handicapped children who will be most appropriately served in the classroom with support service.

OBJECTIVE	ACTIVITIES		EVALUAT	
1. Assist Davis School District (Utah's second largest district) in the evaluation of the effectiveness of their model for delivery of services to handicapped children which was an outgrowth of the Third Party Evaluation (needs assessment) of the FY'73 Outreach Pilot Study in that district.	1.1.	Sample by questionnaire all regular, special education teachers, and support personnel in Davis District as to their perceptions of the strengths and weaknesses of the resource support system now operating in the district.	1.1.1	All da and re sultan to mee jectiv mitted Resour who wi cument by wri to the
*All objectives evaluated as of May 1, 1974.	1.2.	Sample by questionnaire and structured interview the resource team members in **each** elementary school in Davis District with an operating resource program as to their perceptions of the effectiveness of their program this year.	1.2.1	Same a gather cess b comple

.3 Program Plan Outline for Project Outreach - Utah

L: Develop, refine and extend the technical assistance capacity of the Utah SEA to assist LEA's in the evaluation, development, and monitoring of resource programs for handicapped children who will be most appropriately served in the regular classroom with support service.

OBJECTIVE	ACTIVITIES		EVALUATION*	
ssist Davis School istrict (Utah's econd largest dis- rict) in the evalua- ion of the effective- ess of their model or delivery of ser- ices to handicapped hildren which was n outgrowth of the hird Party Evalua- ion (needs assess- ent) of the FY'73 utreach Pilot Study n that district.	1.1.	Sample by questionnaire all regular, special education teachers, and support personnel in Davis District as to their perceptions of the strengths and weaknesses of the resource support system now operating in the district.	1.1.1	All data gathering and report by consultants employed to meet this objective will be submitted to the State Resource consultant who will in turn document such findings by written report to the RMRRC.
	1.2.	Sample by questionnaire and structured interview the resource team members in **each** elementary school in Davis District with an operating resource program as to their perceptions of the effectiveness of their program this year.	1.2.1	Same as above; data gathering is in process but not yet completed.

bjectives evaluated f May 1, 1974.

Table 6.3 continued

OBJECTIVE	ACTIVITIES	EVALUA
	1.3. Use a semantic differential to compare evaluative attitudes measured on the above questionnaires with baseline data collected last August.	1.3.1 Same as gatherin cess but plete.
	1.4. Conduct a mini Third Party Evaluation on the four control schools in Davis District which did not have resource programs last year but implemented them this year as was recommended in the pilot study and then compare the results.	1.4.1 Same as tion is is not y
	1.5. Determine what recommendations from FY'73 needs assessment were implemented this year and which were not.	1.5.1 Same as is not y

3 continued

OBJECTIVE	ACTIVITIES	EVALUATION
	1.3. Use a semantic differential to compare evaluative attitudes measured on the above questionnaires with baseline data collected last August.	1.3.1 Same as above data gathering is in process but not yet complete.
	1.4. Conduct a mini Third Party Evaluation on the four control schools in Davis District which did not have resource programs last year but implemented them this year as was recommended in the pilot study and then compare the results.	1.4.1 Same as above evaluation is in process but is not yet completed.
	1.5. Determine what recommendations from FY'73 needs assessment were implemented this year and which were not.	1.5.1 Same as above analysis is not yet complete.

Table 6.3 continued

OBJECTIVE	ACTIVITIES	EVALUAT
2. Field test the process model of the Third Party Evaluation (needs assessment) of a district's delivery of services to all handicapped children (developed for Davis District in FY'73) to determine its usability and effectiveness in rural districts.	2.1. Field test the process model by conducting Third Party Evaluations in four rural districts (South Sanpete, North Sanpete, Juab, and Wasatch) of their delivery of services to handicapped children in order to provide these districts with a database on which future planning for improved delivery of special education services and improved resource programs may be built.	2.1.1 **Three of** crete dis are compl been diss fourth is Complete and analy evaluatio mendation tained th reports w able for 2.1.2 Superinte above dis form the sultant b to their the value Party Eva effective usability planning tion.

continued

OBJECTIVE	ACTIVITIES	EVALUATION
ld test the process el of the Third Party luation (needs assess- t) of a district's livery of services to handicapped children veloped for Davis Dis- ct in FY'73) to deter- e its usability and ectiveness in rural tricts.	2.1. Field test the process model by conducting Third Party Evaluations in four rural districts (South Sanpete, North Sanpete, Juab, and Wasatch) of their delivery of services to handicapped children in order to provide these districts with a database on which future planning for improved delivery of special education services and improved resource programs may be built.	2.1.1 Three of the four discrete district reports are complete and have been disseminated. The fourth is in process. Complete documentation and analysis of the evaluations with recommendations are contained therein. These reports will be available for perusal. 2.1.2 Superintendents of the above district will inform the Resource Consultant by letter as to their assessment of the value of the Third Party Evaluation, its effectiveness, and usability for program planning and modification.

Table 6.3 continued

OBJECTIVE	ACTIVITIES	EVALUA
	2.2. Modify evaluation instruments and procedures to maximize their effectiveness in each district so that the needs assessment will meet the needs of each district on a customized basis.	2.1.1 This ac going. mentati contain process
,	2.3. Through the continuing activities of Project Identification, identify, diagnose, and prescribe remediation strategies for all children referred as suspected handicapped but not yet receiving services in each district which has received the Third Party Evaluation. This procedure will then give the districts vital information as to the needs	2.3.1 Identif diagnos are com but Dav A total childre ed. In write-u forward 2.3.2 Summari nostic placeme tions a and wil for per

.3 continued

OBJECTIVE	ACTIVITIES	EVALUATION
	2.2. Modify evaluation instruments and procedures to maximize their effectiveness in each district so that the needs assessment will meet the needs of each district on a customized basis.	2.1.1 This activity is ongoing. Final instrumentation will be contained in the final process model.
	2.3. Through the continuing activities of Project Identification, identify, diagnose, and prescribe remediation strategies for all children referred as suspected handicapped but not yet receiving services in each district which has received the Third Party Evaluation. This procedure will then give the districts vital information as to the needs	2.3.1 Identification and diagnostic activities are complete in all but Davis District. A total of 1,831 children will be tested. Individual case write-ups have been forwarded to districts. 2.3.2 Summaries of the diagnostic findings and placement recommendations are complete and will be available for perusal.

Table 6.3 continued

OBJECTIVE	ACTIVITIES	EVALUA
	of their unserved children as well as a measure of their effectiveness in serving those children already in programs. Project Identification activities were not funded by Outreach, but were provided to this year's Outreach pilot districts - Davis, South Sanpete, Juab, and Wasatch.	
3. As a result of 1 and 2 above, develop a final process model for the assessment of an LEA's delivery of services to all handicapped children for use state-wide when such an evaluation is requested.	3.1. Members of the needs-assessment team will finalize a process model for the third party evaluation which is transportable and can be applied with uniformity state-wide, and will reflect changes and modifications in procedure and/or instrumentation necessary in urban versus rural districts.	3.1.1 The fin vity is final p will be the Sta Consult warded to the date is

3 continued

OBJECTIVE	ACTIVITIES	EVALUATION
	of their unserved children as well as a measure of their effectiveness in serving those children already in programs. Project Identification activities were not funded by Outreach, but were provided to this year's Outreach pilot districts - Davis, South Sanpete, Juab, and Wasatch.	
result of 1 and 2 e, develop a final ess model for the ssment of an LEA's very of services to handicapped children use state-wide when an evaluation is ested.	3.1. Members of the needs-assessment team will finalize a process model for the third party evaluation which is transportable and can be applied with uniformity state-wide, and will reflect changes and modifications in procedure and/or instrumentation necessary in urban versus rural districts.	3.1.1 The finalization activity is on-going. The final process model will be submitted to the State Resource Consultant and forwarded in written form to the RMRRC (target date is by June 30th).

Table 6.3 continued

GOAL II: Assist in training elementary school principals for the leadership rol assume in order to appropriately serve handicapped youngsters and to f team leader in staffing such children.

OBJECTIVE		ACTIVITIES		EVAL
1. Assist in conducting, funding and evaluating two in-service training models designed to specifically increase the skills and competencies of elementary school principals to become educational decision makers in serving handicapped children.	1.1.	In-service train all elementary school principals in Jordan District (Utah's fourth largest district) according to the Instructional Leadership Institute developed by Larry Marrs (University of Texas). Outreach partially funded this workshop.	1.1.1	All tra are com days).
			1.1.2	An inte of the been pr Marrs a availab
			1.1.3	Assessm effecti trainin perceiv trict s tion co pupil p tor in been re
	1.2.	In-service train 12 selected elementary school princi-	1.2.1	Superin subject

continued

Assist in training elementary school principals for the leadership roles they must assume in order to appropriately serve handicapped youngsters and to function as a team leader in staffing such children.

OBJECTIVE	ACTIVITIES	EVALUATION
t in conducting, fund- nd evaluating two in- ce training models ned to specifically ase the skills and tencies of elementary i principals to be- educational decision s in serving handi- d children.	1.1. In-service train all elementary school principals in Jordan District (Utah's fourth largest district) according to the Instructional Leadership Institute developed by Larry Marrs (University of Texas). Outreach partially funded this workshop.	1.1.1 All training activities are completed (11 full days). 1.1.2 An interim evaluation of the workshop has been provided by Larry Marrs and will be available for perusal. 1.1.3 Assessment of the effectiveness of the training program as perceived by the district special education coordinator and pupil personnel director in letter form has been requested.
	1.2. In-service train 12 selected elementary school princi-	1.2.1 Superintendents of the subject districts have

Table 6.3 continued

OBJECTIVE	ACTIVITIES	EVALUA
	pals from district along the Wasatch Front according to the Project Catalyst Model, who will in turn be trained as facilitators to implement this training model in their own districts.	been c proved 1.2.2. The pr been s formed and me rently A work sortiu San Fr schedu June.
GOAL III: As time and Outreach funds permit, provide technical assistance to ot agencies, LEAs and cooperative service agencies regarding improved se handicapped, resource systems, program planning and development, and training.		
1. Conceptualize and articulate a plan for systematic follow-up to the needs assessment which would	1.1. Involve district's currently participating in the third party evaluation in the expanded committment required participation	1.1.1 All dist the need are now committe The tang

6.3 continued

OBJECTIVE	ACTIVITIES	EVALUATION
	pals from district along the Wasatch Front according to the Project Catalyst Model, who will in turn be trained as facilitators to implement this training model in their own districts.	been contacted and approved the project. 1.2.2. The principals have been selected, have formed a consortium and meetings are currently in progress. A workshop for consortium members in San Francisco is scheduled in late June.
: As time and Outreach funds permit, provide technical assistance to other State agencies, LEAs and cooperative service agencies regarding improved services to handicapped, resource systems, program planning and development, and in-service training.		
ptualize and articu- a plan for systematic ow-up to the needs ssment which would	1.1. Involve district's currently participating in the third party evaluation in the expanded committment required participation	1.1.1 All districts which had the needs assessment are now involved in and committed to ACCESS. The tangible result

Table 6.3 continued

OBJECTIVE	ACTIVITIES	EVALUA
assist districts in implementing the findings from the needs assessment in a meaningful and constructive way which would guarantee both continuity and quality in programming for their handicapped children as well as expanding or initiating new programs where needed. As a result of the above, the ACCESS model was formulated (a conceptual model of ACCESS is included in Chapter 4.)	by participation in ACCESS.	this yea ket diag done thr Identifi
	1.2. Urge the cooperation of districts slated for third party evaluations next year to participate in ACCESS.	1.2.1 Activity complete
	1.3 Seek approval from the State Superintendent to adopt the ACCESS model as a state plan for special education.	1.3.1 ACCESS w this yea yet been cepted a state pl
	1.4 Seek alternate funding sources to continue the ACCESS project on a continuing basis.	1.4.1 A propos State Su discreti for this been sub final co been mad

'continued

OBJECTIVE	ACTIVITIES	EVALUATION
t districts in imple- ng the findings from eeds assessment in a ngful and construc- way which would gua- e both continuity and ty in programming for handicapped children ll as expanding or ating new programs needed. As a result e above, the ACCESS was formulated (a ptual model of ACCESS cluded in Chapter 4.)	by participation in ACCESS.	this year was the blanket diagnostic testing done through Project Identification.
	1.2. Urge the cooperation of districts slated for third party evaluations next year to participate in ACCESS.	1.2.1 Activity is not yet completed.
	1.3 Seek approval from the State Superintendent to adopt the ACCESS model as a state plan for special education.	1.3.1 ACCESS was approved for this year. It has not yet been officialy accepted and adopted as a state plan.
	1.4 Seek alternate funding sources to continue the ACCESS project on a continuing basis.	1.4.1 A proposal to use the State Superintendent's discretionary monies for this purpose has been submitted. No final committment has been made.

Table 6.3 continued

OBJECTIVE	ACTIVITIES	EVALUA
2. Assist other community agencies in developing resources to meet the needs of handicapped children. Prerequisite to such an objective is a much greater degree of cooperation between education and social service agencies. Therefore, Utah's Project Outreach has attempted to foster a series of cooperative undertaking.	2.1 A series of five workshops involving educators from Salt Lake, Granite, Murray, Jordan, and Tooele Districts with representatives from supporting social services agencies operating in these districts were planned. The goal of these workshops was to meet in task forces and identify problem areas which tend to block or make difficult interagency referral and cooperation, and to delineate possible improved ways their efforts can be reported and/or evaluated.	2.1.1 Four of have bee 2.2.1 Each ta working referra methods. ties wi pleted the FY'
3. Provide in-service training for selected teachers and SEA professional staff to increase their competencies in communication	3.1 In-service workshop for professional personnel within the USBE Division of Instructional Support Services in advanced tech-	3.1.1 Worksho Anderso March 1 staff m

6.3 continued

OBJECTIVE	ACTIVITIES	EVALUATION
ist other community ncies in developing ources to meet the ds of handicapped ldren. Prerequisite such an objective is a h greater degree of peration between education and social service ncies. Therefore, h's Project Outreach attempted to foster a ies of cooperative ertaking.	2.1 A series of five workshops involving educators from Salt Lake, Granite, Murray, Jordan, and Tooele Districts with representatives from supporting social services agencies operating in these districts were planned. The goal of these workshops was to meet in task forces and identify problem areas which tend to block or make difficult interagency referral and cooperation, and to delineate possible improved ways their efforts can be reported and/or evaluated.	2.1.1 Four of five workshops have been completed. 2.2.1 Each task force is working on improved referral and evaluation methods. These activities will not be completed by the end of the FY'74.
ovide in-service train- for selected teachers SEA professional staff increase their competencies in communication	3.1 In-service workshop for professional personnel within the USBE Division of Instructional Support Services in advanced tech-	3.1.1 Workshop with John Anderson took place March 15-16. Nine staff members attended.

Table 6.3 continued

OBJECTIVE	ACTIVITIES	EVALUA
with other administrators and teachers in LEA's and allied programs for the handicapped.	ques of transactional analysis and reflective listening.	
	3.2 In-service workshop for 80-90 elementary teachers from Davis District in developing improved communication skills with parents and children through the use of effective counseling techniques.	3.2.1 Activity Workshop place be May 15t 3.2.2 Documen ber of p activit will be the Sta sultant.
	3.3 In-service workshop for 33 teachers and administrators in Washington School District on effective behavior management techniques to improve delivery of services to emotionally handicapped children being served	3.3.1 Worksho place A 3.3.2 Success will be evaluat attitud shop co

continued

OBJECTIVE	ACTIVITIES	EVALUATION
other administrators eachers in LEA's llied programs for andicapped.	ques of transactional analysis and reflective listening.	
	3.2 In-service workshop for 80-90 elementary teachers from Davis District in developing improved communication skills with parents and children through the use of effective counseling techniques.	3.2.1 Activity ongoing. Workshop will take place between April 17-May 15th. 3.2.2 Documentation of number of participants, activities completed will be forwarded to the State Resource Consultant.
	3.3 In-service workshop for 33 teachers and administrators in Washington School District on effective behavior management techniques to improve delivery of services to emotionally handicapped children being served	3.3.1 Workshop will take place April 26-27. 3.3.2 Success of workshop will be determined by evaluation of teacher attitudes by the workshop consultants. Re-

Table 6.3 continued

OBJECTIVE		ACTIVITIES		EVALUA	
			in regular classes.		results mented a the Stat Consulta
4.	Assist Davis District in training resource teachers and pupil personnel and staff in the skills and competencies required in team staffing and programming for children served in their resource programs. (The newly implemented resource programs came about as a result of the third party evaluation. The need for this type of in-service was also recommended in the pilot study.)	4.1	In-service workshop for 45 special education teachers and 12 pupil personnel staff members on a group basis with individual work on a needs basis.	4.1.1	Document number o and acti gress al collated report t Resource
				4.1.2	Assessme ness wil trict a personne with thi sultant Objecti

.3 continued

OBJECTIVE	ACTIVITIES	EVALUATION
	in regular classes.	results will be documented and forwarded to the State Resource Consultant.
st Davis District in ning resource teachers pupil personnel and f in the skills and etencies required in staffing and pro- ming for children ed in their resource rams. (The newly emented resource pro- s came about as a lt of the third party uation. The need this type of in- ice was also recom- ed in the pilot y.)	4.1 In-service workshop for 45 special education teachers and 12 pupil personnel staff members on a group basis with individual work on a needs basis.	4.1.1 Documentation of dates, number of participants and activities (in progress all year) will be collated in a final report to the State Resource Consultant. 4.1.2 Assessment of effectiveness will be by district administrative personnel in cooperation with third party consultant (See Goal I, Objective I).

Table 6.3 continued

OBJECTIVE	ACTIVITIES	EVALUA
5. Identify alternate service delivery patterns and innovative programs which may provide models for more effective use of limited LEA resources in serving handicapped children.	5.1 Outreach funds will be used to send selected representatives from the districts involved in ACCESS, Jordan, Provo, and an SEA staff specialist for an on-site visit to the Santa Monica Unified School District to investigate in depth the Madison Plan as developed by Frank Hewett. Fourteen people will be sent.	5.1.1 Financi and res complet take pl May 2nd. 5.1.2 Partici asked t experien

3 continued

OBJECTIVE	ACTIVITIES	EVALUATION
tify alternate service very patterns and in- tive programs which provide models for effective use of ted LEA resources in ing handicapped child-	5.1 Outreach funds will be used to send selected representatives from the districts involved in ACCESS, Jordan, Provo, and an SEA staff specialist for an on-site visit to the Santa Monica Unified School District to investigate in depth the Madison Plan as developed by Frank Hewett. Fourteen people will be sent.	5.1.1 Financial arrangements and reservations are complete. Trip will take place April 30 - May 2nd. 5.1.2 Participants will be asked to evaluate the experience.

in 1973-74 was indeed very realistic in its scope, with one exception. The staff agreed that there was an initial overestimation of the evaluation given the resources and time constraints.

Staff

The Utah Outreach Project employed one full-time coordinator and one half-time secretary with project funds. In addition, a supervisor from the SEA also devoted approximately one-fourth of her time to the Outreach workscope. The full-time coordinator had a master's degree and two years experience in special education. The supervisor employed by the state agency, but working one quarter time in the project held a doctorate degree in psychology. There was no staff turnover during the year.

Additional staff from the state agency also were involved from time to time in the workscope at the state's expense. In addition, the budget for the Utah Outreach project supported a number of consultants to the project, primarily for the evaluation of the ACCESS model.

Review of Procedures

During the evaluation interview the project staff was asked specific questions about each objective and related activities. These are presented in the program-plan outline. The following is a review of these objectives:

Goal 1, Objective #1: The activity steps to meet this objective have been carried out, and the project has essentially met this objective. Objective #2: At the time of the evaluation interview the activities for this objective were still underway. The project has hired an evaluation team from the University of Utah who are competent in the areas of evaluation and who also have training in education. To date, the consultant team has developed data collection instruments and with these instruments has sampled the teachers and parents in the Davis district. It is anticipated that by the end of the project year that this objective will be met and there will be four final reports on evaluating the ACCESS model in four separate school districts. One of these will be the Davis school district, specifically referred to in the program plan outline in Objective #2.

Goal 2, Objective #1: This objective, dealing with the development of an inservice training model to increase the skills and competencies of elementary school principals as educational decision-makers for handicapped children, was met by the project's execution of a series of workshops, using the Catalyst model developed by Beery. First, a workshop was conducted to train the facilitators who would be working with the principals. Second, a workshop for the principals was conducted. Third, additional materials were developed and purchased. Fourth, a final wrap-up workshop was held for the principals. All the principals in the Jordan School District were involved in this series of activities which added up to 11 days of activities. SEA staff anticipate that this model will be replicated in all 40 school districts in the coming year.

Goal 3, Objective #1: This objective is a result of previous experiences within the Outreach Project, and was added for the fiscal year 1974. This particular objective is a global one and overlaps some other objectives in the program plan. The activities established for this objective, as seen in the program-plan outline, mainly involve the institutionalization of the ACCESS Process. The ACCESS plan, as indicated earlier, is a process to facilitate the implementation of total and comprehensive educational services for handicapped children within a school system, beginning with identification of children and their needs and extending to provision by the school system of the necessary resources and competencies to meet those needs. As a result of the activities for this objective, the Utah Outreach staff consider the ACCESS plan as the final product for this objective.

Objective #2: To meet this objective a state level coordinating committee was developed to foster cooperation between agencies. After the development of the coordinating committee, a series of five task forces were developed--one for each district. Each of these task forces represented several agencies within each school district for developing cooperation between agencies. In addition, a series of workshops in these school districts with the district juvenile courts was held for identifying resources and services that could be provided to handicapped children through the integration of agency services.

Goal 3, Objective #3: This objective dealt with the development of a higher level of communication skills in administrators and teachers. A series of events took place to reach the objective. First, a workshop in transactional analysis was held for staff members of the Utah State Board of Education in the division of educational services. A workshop was held in the Washington School District with teachers on behavior management. In addition, several workshops were held with the Davis School District in developing communication skills with parents and children.

At the end of this interview, the specific topics and techniques and number of workshops were unclear.

Goal 3, Objective #4: This objective overlaps other objectives already discussed, as do the activities.

Goal 3, Objective #5: Again, this objective and the corresponding activities overlap other objectives and the activities are redundant.

Discussion of Procedures

It is clear that the program-plan outline for the Utah Outreach Project does not reflect the scope of all activities. Some activities were undertaken that were not listed in the plan and vice versa. Also, due to the interrelationship between objectives and the fact that some were general, there was some overlap between objectives and their subsequent activities that prevented a good understanding of the project's scope by looking at the program-plan outline.

In reviewing the workscope and all activities, it was the consensus of the Utah project staff and the SEA that the needs-assessment activities of the program plan and the resulting development of the ACCESS system were the most meaningful to the state and the state's needs in serving handicapped children. In addition, a byproduct of this activity was the development of a very good and positive relationship between the SEA and the local educational agencies in cooperatively working towards better educational services.

In looking closely at the specific workscope activities, it was the staff consensus that the least effective activity within the workscope was inservice training. Even though planned workshops were carried out with specific purposes, the traditional inservice procedures which addressed large groups did not have the impact of these dealing with smaller groups.

Results

The staff of Utah's Outreach Project in the SEA believes that this project was very successful in influencing services for handicapped children. As evidence of this impact, they cite the implementation of the ACCESS system, specifically designed to systematically plan services for handicapped children through a cooperative effort of the local education and the state education agencies. It is believed that without the presence of the Outreach Project the implementation of the model would have taken much longer and that the Outreach Project served as a viable catalyst for the development of this total and statewide planning system.

When the staff was asked for recommendations if it had to do it over again, the responses were: To begin initially with a more realistic workscope and to spend more time and consideration in developing a thorough, concise plan.

As a result of the Outreach effort, the main future steps are continuing implementation of the ACCESS Model in the other local educational agencies in the state. The SEA is proceeding with the use of the ACCESS as a methodology for the state in implementing their overall goal--to provide services for all the state's children by 1980.

Final Evaluation Report

Wyoming

Background and Purpose of Project

The Outreach effort in Wyoming, supported by the RMRRC, is primarily focused upon developing a response to Wyoming's unique and specific needs in providing services to severely, multiply handicapped children. At the initiation of this program, Wyoming's only method was to send handicapped children to out-of-state programs. The Wyoming State Department of Education's major concern was to develop services so the children could receive in-state service. Before services in any comprehensive form could be provided to severely, multiply handicapped children, it would have to be ascertained how many were in the state and their educational needs. In addition, it was very apparent that new laws, expertise, and programs would have to be established.

To respond to this need a contract was written with the RMRRC to establish the Outreach Program. A program plan was developed determining the goals, objectives, and activities of the project. This plan is presented in Table 6.4.

As this program ends, it is quite apparent that the activities and scope of the Wyoming Outreach Project went beyond the plans of the initial contract. The original objectives were expanded, based on incoming data from the initial survey of the Outreach Project.

Looking back at the initial contract and intent of the Wyoming Outreach activity, it is clear that as a result of organizing, planning, and initiating activities for the project, the project, the program goals, objectives and activities went from a condition of vagueness to more clarity and specific focus.

When asked, "Do the original objectives appear to be realistic now that you have been involved in a process of operating the program?", the Wyoming State Director of Special Education replied that the objectives would have been stated differently and that the actual execution of the program went beyond the original expectations of the objectives. At the beginning of the project they did not want to overstate expected accomplishments. As a result of the Wyoming Outreach program plan, the total state program for handicapped children is being reorganized.

Staff Review

Staff supported by the Rocky Mountain Regional Resource Center in the Outreach effort were one full-time Outreach program coordinator and one full-time secretary. The coordinator's role was to initiate, manage and execute the Outreach program plan. During the year there was a coordinator change. The original coordinator was promoted to another position within the SEA. However, there was a smooth transition from the first coordinator to the second.

Table 6.4 Program Plan Outline for Project Outreach - Wyoming

TARGET: Hard of hearing or deaf, mentally retarded children

GOAL: To improve the delivery of appropriate educational services in order to i tional opportunties for the severely handicapped learner.

OBJECTIVE	ACTIVITIES	EV
1. By September 28, 1973, an exemplary educational program for hard of hearing or deaf, mentally retarded children shall be established in Natrona County School District #1.	1.1. Purchasing equipment and materials for the program	1.1.1 Ev p Ri le co
	1.2. Evaluating the results of the year's activities.	1.1.2 Co
II. By May 31, 1974, training will be provided to teachers, aides and parents in order to enable the development of skills necessary to provide educational services for severely handicapped children.	2.1. By March 30, 1974, the project shall conduct three workshops utilizing regionally known consultants in the area of education relative to multiple handicapped children or other types of handicapped child-	2.1.1. Co an at by ci
*All objectives evaluated as of May 1, 1974.		

Program Plan Outline for Project Outreach - Wyoming

ard of hearing or deaf, mentally retarded children

improve the delivery of appropriate educational services in order to increase educa- onal opportunties for the severely handicapped learner.

OBJECTIVE	ACTIVITIES	EVALUATION*
September 28, 1973, an mplary educational pro- m for hard of hearing or f, mentally retarded ldren shall be estab- hed in Natrona County ool District #1.	1.1. Purchasing equipment and materials for the program 1.2. Evaluating the results of the year's activities.	1.1.1 Evaluation of project by Dr. Richard Bartlett, project consultant. 1.1.2 Completed.
May 31, 1974, training l be provided to tea- rs, aides and parents in er to enable the develop- t of skills necessary to vide educational services severely handicapped ldren. ctives evaluated as of 974.	2.1. By March 30, 1974, the project shall conduct three workshops utilizing regionally known consultants in the area of education relative to multiple handicapped children or other types of handicapped child-	2.1.1. Compilation and analysis of evaluations completed by workshop participants.

Table 6.4 continued

OBJECTIVE	ACTIVITIES	
	ren. The specific topic for each workshop will be determined from analysis of current survey data in cooperation with the Wyoming State Department of Education, Office of Exceptional Children (OEC) and local school districts. Two workshops will be conducted in large population centers, one for the eastern half of the state (Cheyenne) and one for the western half of the state (Casper). These two areas will appoint committees to represent their districts to prioritize needs or topics, select target populations, modes of presentation and expected results for these workshops.	

6.4 continued

OBJECTIVE	ACTIVITIES	EVALUATION
	ren. The specific topic for each workshop will be determined from analysis of current survey data in cooperation with the Wyoming State Department of Education, Office of Exceptional Children (OEC) and local school districts. Two workshops will be conducted in large population centers, one for the eastern half of the state (Cheyenne) and one for the western half of the state (Casper). These two areas will appoint committees to represent their districts to prioritize needs or topics, select target populations, modes of presentation and expected results for these workshops.	

Table 6.4 continued

OBJECTIVE	ACTIVITIES	EVA
	This information will be utilized in developing contracts with consultants so that specific objectives may be realized from the workshops. The project has started procedures for the allowance of teacher recertification credit for two workshops. The third workshop will be conducted in cooperation with the Wyoming Council for Exceptional Children Convention. Information from the evaluation of the two previous workshops will be utilized in determining specific topics. An evaluation will be asked from all participants of the first two workshops concerning the content and effectiveness of each workshop. This information will be utilized to improve future workshop efforts.	
	2.2 By May 30, 1974, the objectives listed will be completed con-	2.2.2. By com

.4 continued

OBJECTIVE	ACTIVITIES	EVALUATION
	This information will be utilized in developing contracts with consultants so that specific objectives may be realized from the workshops. The project has started procedures for the allowance of teacher recertification credit for two workshops. The third workshop will be conducted in cooperation with the Wyoming Council for Exceptional Children Convention. Information from the evaluation of the two previous workshops will be utilized in determining specific topics. An evaluation will be asked from all participants of the first two workshops concerning the content and effectiveness of each workshop. This information will be utilized to improve future workshop efforts.	
	2.2 By May 30, 1974, the objectives listed will be completed con-	2.2.2. By May 31, 1974, compilation and

Table 6.4 continued

OBJECTIVE	ACTIVITIES	EVALUA
	cerning Learning Resource Laboratories.	analysis by partic
III. To plan for an improved service delivery system for handicapped children.	3.1. Participation by educators and other concerned individuals in meetings and conferences to provide service delivery alternatives.	3.1.1 Tabulati of state attendin
IV. To disseminate information about resources available for handicapped children.	4.1. Publish information in state education periodicals on project activities.	4.1.1 Copies o terials and prese quest.
	4.2. Publish a statewide Directory of Services for Exceptional Children and Youth.	4.2.1 Director and diss statewid
	4.3. Submit quarterly, monthly, and year-end reports to the RMRRC.	4.3.1 Complete

continued

OBJECTIVE	ACTIVITIES	EVALUATION
	cerning Learning Resource Laboratories.	analysis of evaluations by participants.
plan for an improved vice delivery system handicapped children.	3.1. Participation by educators and/other concerned individuals in meetings and conferences to provide service delivery alternatives.	3.1.1 Tabulation by conference of state representatives attending conference.
disseminate informa- n about resources lable for handicap- children.	4.1. Publish information in state education periodicals on project activities.	4.1.1 Copies of published materials will be retained and presented upon request.
	4.2. Publish a statewide Directory of Services for Exceptional Children and Youth.	4.2.1 Directory published and disseminated statewide.
	4.3. Submit quarterly, monthly, and year-end reports to the RMRRC.	4.3.1 Completed.

Table 6.4 continued

OBJECTIVE	ACTIVITIES	EVALUAT
	4.4. To consult with parents and professionals on resources for handicapped children upon request.	
V. To follow-up FY'73 needs assessment study of incidences of handicapped children.	5.1. Contact community agencies potentially aware of handicapped children (i.e., schools, mental health centers, public health nurses, vocational rehabilitation offices, etc.) to obtain a list of unserved children.	5.1.1 110 child are not r quate spe tional se
	5.2. To use the above data to obtain a projection of incidence of unserved handicapped children throughout the state.	5.2.1 In proce
VI. To provide for evaluation of project activities for FY'74.	6.1. Arrange third-party evaluation of hearing-impaired multi-handicapped project.	6.1.1 Copy of hearing- handicap Bartlett

4 continued

OBJECTIVE	ACTIVITIES	EVALUATION
	4.4. To consult with parents and professionals on resources for handicapped children upon request.	
follow-up FY'73 needs essment study of in- lences of handicapped ldren.	5.1. Contact community agencies potentially aware of handicapped children (i.e., schools, mental health centers, public health nurses, vocational rehabilitation offices, etc.) to obtain a list of unserved children.	5.1.1 110 children reportedly are not receiving adequate special educational services.
	5.2. To use the above data to obtain a projection of incidence of unserved handicapped children throughout the state.	5.2.1 In process
provide for evalua- on of project acti- ties for FY'74.	6.1. Arrange third-party evaluation of hearing-impaired multi-handicapped project.	6.1.1 Copy of evaluation of hearing-impaired multi-handicapped project by Bartlett and Ambrose.

Table 6.4 continued

OBJECTIVE	ACTIVITIES	EVALUA
	6.2. Provide for third-party evaluation of objectives for FY'74.	6.2.1 Copy of Project by Dr. D

continued

OBJECTIVE	ACTIVITIES	EVALUATION
	6.2. Provide for third-party evaluation of objectives for FY'74.	6.2.1 Copy of evaluation of Project Outreach Wyoming by Dr. David Lillie.

The present program coordinator obtained a master's degree in mental retardation and taught mentally retarded children for three years. The staff supported by the Outreach effort had no additional responsibility within its state.

In addition to the coordinator and secretary, the State Director of Special Education spent approximately 30 percent of his time in working with the coordinator, executing the program. The State Director's time was justified because the Outreach program plan was intricately woven into the entire state effort in providing services to handicapped children.

Procedures

The series of activities for meeting program objectives are presented in the attached program-plan outline. The following is a review of these objectives and activities:

Objective #1: The program for hard-of-hearing, mentally retarded children was established in Casper, Wyoming, in September, 1973. This program initially started with two children and one more was added during the year. Two additional children were served for short periods of time in the program, but it was found that the program could not meet their needs.

This program is located at the Wyoming School for the Deaf and has the services of one full-time teacher who is supported by the SEA. The teacher has developed an experience-based curriculum, and has documented the progress of the children. A monthly report from the teacher reviewing activities and providing evaluative comments is on file in the State Department of Education. To determine progress of the children in the program, the teacher has kept behavioral charts on each child. These charts are available from the coordinator's office upon request.

To meet Objective #2, several workshops were planned, organized, and undertaken. These were: (1) a language and motor development workshop on severely, multiply handicapped children, to provide broad-scope knowledge to teachers, (2) a workshop in Cheyenne, with unclear objectives, (3) consultation sessions with SEA personnel using out-of-state consultants on educational services to multiply handicapped children, law and the handicapped, litigation, attitudes toward the handicapped, and advocacy for the handicapped: (4) a workshop on resource rooms held in Lander; and (5) attendance by Wyoming staff members at workshops on services to the multiply handicapped in Portland, Oregon and Salt Lake City, Utah.

Objective #3 called for the development and writing of a plan for service delivery in Wyoming. This plan is complete and is available at the Special Education Department of the Wyoming SEA. The plan is presently being implemented by the state. From the coordinator's viewpoint, as well as the State Director of Special Education's viewpoint, the development of the plan has been the most notable achievement of the Outreach Project. Before the Outreach program was established, there was no overall master plan. Administrators in the state are using this plan as a guidebook for establishing services.

The State Director of Special Education evaluates this plan as "excellent" based on the following: (1) increased ability to provide comprehensive services to handicapped children through the local education agency; (2) the utilization of the plan as a basis for negotiations for future support services to the new regional resource center and the new area learning resource center; (3) local education agencies that have demonstrated high competency in their leadership and execution of educational services in the past have responded very favorably to the plan and are in the process of utilizing the plan to establish new services. Conversely, school systems with poor overall records of service have not responded as quickly.

Objectives 4, 5, and 6 were executed by the action steps indicated in the program-plan outline. In addition, there were some activities that were undertaken, but are not covered in the program-plan outline. These activities primarily centered around the provision of technical assistance by the Wyoming Outreach Project to local educational agents and other state agencies. This assistance was consistent with the overall strategy of developing comprehensive services to multiply handicapped children in Wyoming.

Discussion of Procedures

The Outreach Project's staff was asked to respond to the question: "What activities in this program were the most meaningful?" The responses were: (1) The identification of the population of multiply handicapped children in Wyoming; (2) the establishment of the educational resource center; (3) the establishment of the Casper Program for Hearing-Impaired, Mentally Retarded Children; and (4) the development of the statewide services plan and the subsequent legal changes.

In response to a question on the least meaningful activities, it was quite evident that the staff agreed that the efforts in inservice training had less impact.

Results

It is clear that there has been great impact as a result of this program on educational services to handicapped children in Wyoming. The qualitatitve level of services as well as the quantity of services in Wyoming has been improved. This is evident through new laws for the handicapped, new patterns of services, the presence of the educational resource center, and the implementation of the state plan. It is also clear that the SEA is pleased with the project results because it is providing the resources and the support to implement and continue the comprehensive plan.

Some project aspects were not accomplished. One was the development of a comprehensive referral system. There was question from the beginning as to whether or not a comprehensive referral system was needed.

An in-depth study of the characteristics of severely, multiply handicapped children is still needed. However, this procedure has been established as a result of the Outreach efforts. Although the overall goal to serve all multiply handicapped children in Wyoming has not been reached, major steps have been taken toward this goal.

When asked for recommendations in repeating the procedure, the project staff responded with: clearer guidelines at the beginning of the project from the RMRRC would have been helpful. At first there was some confusion on the expectations of the RMRRC, although it was evident that some confusion was due to the lack of guidelines from the federal funding agency. Related to this problem was one of shortness of planning time. The Wyoming project had to develop its program plan in a relatively short period. A longer period would have been helpful.

There was too much difficulty in the use of Outreach funds for purchase of equipment for facilitating program plans. A series of authorizationswere initiated from the Outreach Project, went through the state agency, and then to the RMRRC, and then went on to the federal government. This authorization chain produced lengthy turn-around time in equipment purchase.

The Wyoming project staff also felt that it would have been helpful if there were more available staff in the RMRRC, especially during the initial phases.

Summary

The evaluation procedure had several limitations. Due to constraints of time and geography and to the evaluation questions themselves, an interview process was used. It would have been helpful to have visited each state for first-hand observations and additional interviews.

Many documents and products were reviewed by this evaluator during these evaluations. Some artifacts were reported in each state's report. However, it was impossible to mention and discuss the contributions of each to the total evaluation profile. Neither time nor space permitted it in this report.

The targets for the four Outreach projects were the states' educational programs for handicapped children. To ascertain impact of these activities, evidence of change needed documentation. Although handicapped children were the ultimate targets for these efforts, it was assumed by the projects and by the RMRRC that if positive changes occurred in the states' programs, then these changes would have a positive effect on the children.

There should be little doubt that each of the four Outreach projects had definite impact on services to handicapped children. This impact was demonstrated by the testimony of each State Director of Special Education and also by crucial products that are now a part of the states' programs. These products consisted of: 1) new legislation; 2) identification data on handicapped children and their needs; 3) state plans that are being used to implement new and additional services; and

4) new methodologies and procedures that facilitate the development of new services.

As a result of this evaluation, several recommendations can be made for future development of similar Outreach and support systems. In each Outreach project during the initial stages there is a period when goals appear vague, causing a lack of direction and wasted energy. This phase varies from state to state. The causes also varied. However, it points out the need to begin this type of support program with specific targets and an appropriate amount of time for cooperative planning with all principal parties.

The results when these steps are not taken are: a) a workscope that is much too broad and impossible to accomplish with the time and resources; b) an undefined target grouping that makes it necessary to use a "blunderbuss" or "shotgun" activity design rather than a well articulated series of "rifle shots."

Support systems that include inservice training activities should plan these activities carefully. A theme that ran through most of the Outreach evaluation reports was that inservice training, particularly with the traditional workshops, did not have impact. Grouping teachers or other educators for presentations or other purposes did not appear effective. New approaches need to be developed in delivering information and developing new skills for professionals.

Finally, the RMRRC, through Steering Committee meetings, planning sessions, and meetings that brought together the four Outreach projects, provided the projects' staff as well as each state's SEA staff with a constant reminder of purpose and goals. These activities, with timely technical assistance support of each project's efforts, acted as a catalyst and peer group forum to stimulate the staff of the participating states to conduct a high quality project with demonstrable results.

Third-Party Evaluation
Rocky Mountain Regional Resource Center
Outreach Activities

Interview Format

Background Information

A. Purpose

1. What did you want to accomplish?
2. Do you believe the contract stated this approximately?
3. If not, what changes in the objectives have been made?
4. Do the objectives appear to be realistic now that you have been working toward them for some time?
5. What continued and/or additional objectives do you see in relationship to the overall goal?

B. Staff

1. What staff members were used in the effort? Their roles?
2. Were they paid out of Outreach project funds?
3. Did you use additional staff as well?
4. Did you have staff turnover?

Procedures: (When possible objective by objective)

1. Review administrative procedures executed for reaching objectives, i.e., Wyoming - When was your program in the Natrona County School established? How many children did it serve in September? In January? Now?
2. Review all written documents of activities:

i.e., workshop agendas, products of workshops, reports or evaluations of workshops.

3. What activities were most meaningful?

4. What activities were least meaningul?

5. If you had it to do over, would you change the way you went about it? How?

Results:

1. In general, do you believe this effort was worthwhile? Why?

2. What didn't you accomplish that you would have liked to?

3. Were the state schools and agencies you worked with satisfied with your projects?

4. How do you know?

5. (Objective by Objective) What evidence do you have that you accomplished this objective?

6. (Objective by Objective) What evidence do you have that this objective had impact upon, or changed the status of the service for handicapped children in your state?

Summary:

1. As a result of this Outreach effort, what additional tasks need to be accomplished to reach your ultimate goal?

2. As a result of this effort what new information do you have concerning how you would go about accomplishing these goals?

CHAPTER 7

REGIONAL CONFERENCE ON SERVING THE SEVERELY, MULTIPLY HANDICAPPED

The preceding chapters discussed the Outreach program and the outcomes derived from its activities. This chapter discusses another approach to regional fusion of resources, a regional topical conference. The conference topic selected was a regional and national priority--the educational problems of severely, multiply handicapped children, and was designed as a working conference from which state planning within the region would emanate. The conference also was to focus external resources and information on the educational leadership of the region.

The regional conference was another example of the use of the center's third-party status to respond to a pressing need that could not easily have been developed by the states individually. The conference served an important regional purpose as stimulus, resource linker, and planning focus; but more importantly it demonstrated the facilitative role and value of a regional center. One of the concerns in education has been the ability to introduce change and respond to need; this conference is an example of one type of response that did occur.

The concept of change, or response to need, is a question of time in terms of quality and quantity measures. In evaluating the regional center, the question of its ability to aid change and alter its rate must be considered as a crucial question. One national objective is to provide all handicapped children appropriate educational services by 1980 which inherently includes the concept of programmed change over time in response to unmet needs. The issue becomes a question of "when" rather than "if." Change in the region would have occurred over time irrespective of the center and its activities. The issue is whether the presence of the RMRRC reduced the implementation time, thereby providing a better quality and quantity of educational services to the handicapped children of the region in less time.

This chapter is a presentation of one response, but as with any other large-scale intervention, simple cause and effect statements cannot and should not be made. The following discussion, will seek to provide context, methodology, and outcomes from which the effect of the center can be evaluated. From the data gathered and from statements from regional leaders, the center exerted a major influence on the educational community; but within the above context of interacting effects, no outcome can be made clearly responsive to any single action. The following description of the conference will attempt to primarily describe the RMRRC's view, the data collected, and some interpretive analysis in order to provide the reader an evaluative base from which to judge the impact on the region.

Background

In April, 1973, at a meeting in Coeur d'Alene, Idaho, the RMRRC asked the State Directors of Special Education (from Idaho, Montana, Utah and Wyoming) to list and then prioritize the needs of their states that were within the scope of technical assistance which the RMRRC could deliver. High on all four lists was the need to know more about the delivery of educational services to the severely, multiply handicapped child. The discussions of the defined needs, priorities, and existing and desired services raised many pertinent questions: How do you define the target population? What kinds of services should school systems deliver? How can you serve a severely, multiply handicapped child who lives in a remote rural area? Are there successful programs underway now? What funds are available to states? What services do we now have that we could better utilize to serve this population? How do you get the public to support the kinds of services needed?

Upon establishing the questions the group focused on determining feasible alternatives to respond to the issues through utilizing the technical assistance capability of the RMRRC. The analysis of the alternatives was focused on cost-effective use of resources that would maximize the impact on all four states. Of the alternatives discussed, the development of a working conference to provide the technical assistance appeared to have the greatest potential. To maximize the impact, the state directors emphasized the outcome of the conference must produce more than conference procedings, but rather a series of concrete steps toward planning for educational services for the seriously multiply handicapped child within each state.

Based on that decision the assembled group initiated preliminary planning for a regional topical conference around the theme, "The Severely, Multiply Handicapped--What are the Issues?" The preliminary planning was developed from the lists of questions, issues, and priorities defined earlier by the states involved. From this data base, five topical areas were defined as the focal points for the conference; namely:

1. Systematic Delivery Systems.
2. Identification of Constraints.
3. Options for Unserved Children.
4. What is Relevant Education?
5. Parent Education - Their Role.

The RMRRC was assigned the responsibility for the development and implementation of the conference within the context of the general guidelines defined in the Coeur d'Alene meeting. The conference under these constraints was to be designed to meet the needs of the four states in the RMRRC region; in effect, the center was serving as agent for the states. In keeping with this mandate the RMRRC established the following conference goal:

To provide meaningful technical assistance to the states in the region:

1. Clarify issues regarding education for the severely, multiply handicapped;
2. Outline the first action steps;
3. Produce one-year timelines for each state in the RMRRC region on each conference topic.

In order to introduce a broad range of experience into the conference it was decided to seek forerunners in serving the severely, multiply handicapped child from across the nation. These experienced people were to be blended with the experienced people of the region through working sessions to produce a wide breadth of experience and knowledge relative to each conference topic, but also to include the working knowledge of each state's educational programs. In undertaking this planning the news of the working conference spread and requests for information began arriving from across the country. The four state directors in stating their need to know how to best serve the severely handicapped child apparently had articulated an emerging national need.

The national importance of the need suggested that all activities and procedures should be clearly documented so that the conference could be replicated in other regions. A careful systematic planning effort was instituted to insure that this goal would be met.

Procedure

The conference drew a total of 257 participants, speakers, and staff members, during the two and one-half day period. Of the total, 215 were actual working participants who came mainly from the RMRRC states, although 18 states and the District of Columbia were represented at the conference.

The conference was organized around three types of group sessions: total conference group, state or nation-at-large groups, and workshop groups for each conference topical area. The total conference groups met to listen to four nationally prominent educators discuss the overall problems and issues in providing educational services to the severely, multiply handicapped child. The workshops were chaired by five nationally prominent people who initiated each workshop with a thematic address. These key people and their respective roles are outlined in Table 7.1.

The conference was designed to elicit structured and prioritized goals and actions for each theme. The structure used was a goal, strategy, tactic sequence. In turn each topic area was to be related to timelines within each state. The keynote speakers

Table 7.1

Conference Leadership

Keynote Speakers

Francis X. Lynch	Director of the Division of Developmental Disabilities, Washington, D.C.
Fred J. Krause	Executive Director, President's Committee on Mental Retardation, Washington, D.C.
Edwin W. Martin	Associate Commissioner, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C.
R. Paul Thompson	Chairman, Task Force On Severely Handicapped Children and Youth, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C.

Workshop Leaders

1. Systematic Delivery System	
Richard Sherr	Director of Special Education Services, Lancaster-Lebanon Intermediate Unit B, Lancaster, Pennsylvania
2. Identification of Constraints on Getting Children Served	
Albert J. Berkowitz	Deputy Assistant Commissioner for Mental Retardation, Department of Mental Health, Commonwealth,of Massachusetts, Boston.
3. Options for the Unserved Children	
Elsie D. Helsel	Washington Representative for United Cerebral Palsy Association, Washington, D.C.
4. What Is Relevant Education?	
Louis Brown	Associate Professor, Department of Behavioral Disabilities, University of Wisconsin, Madison.
5. Parent Education and Their Role	
Philip Roos	Executive Director, National Association for Retarded Citizens, Arlington, Texas

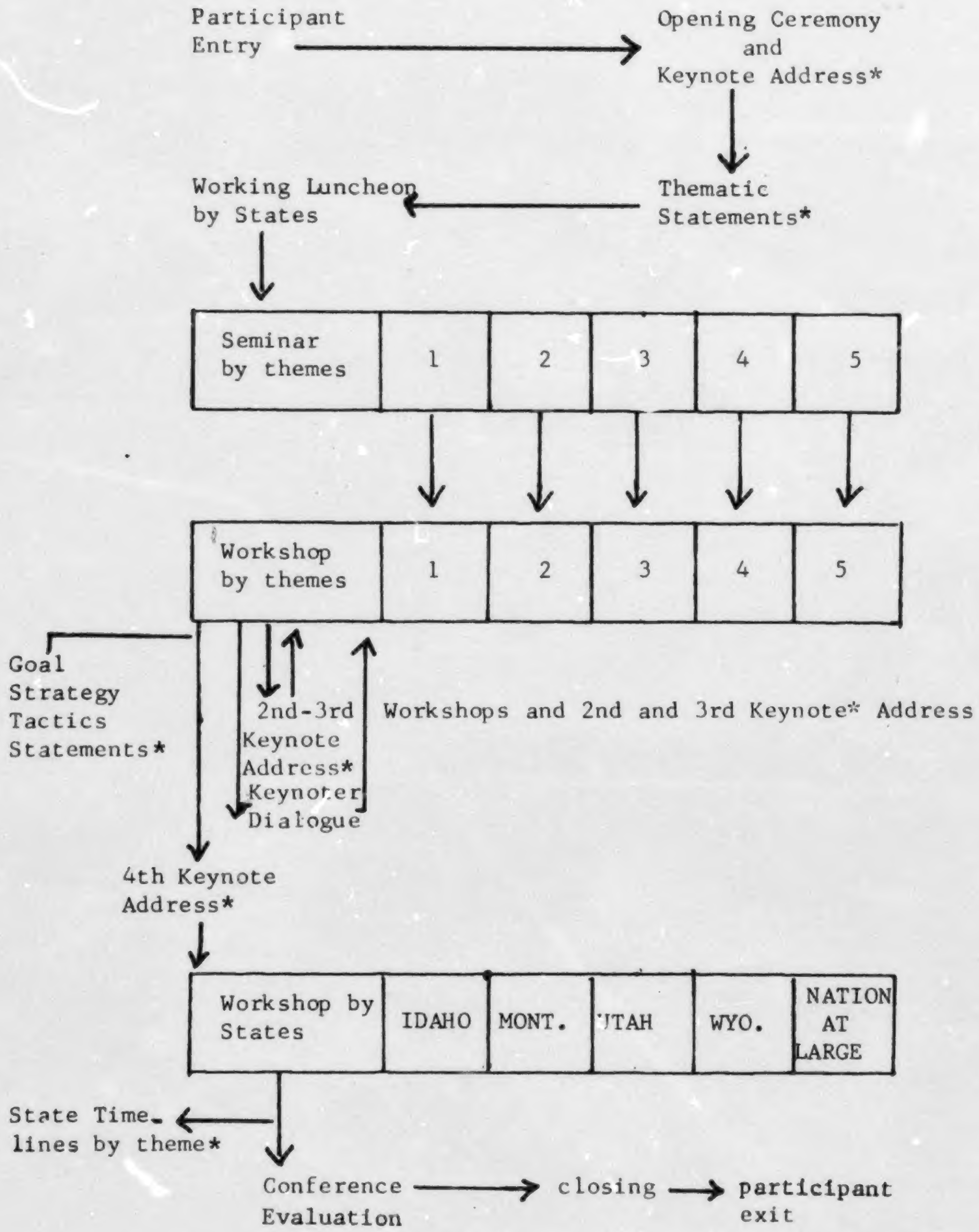
and group leaders were to provide resource input in terms of content and organization. The general outline of the conference is depicted in Figure 7.1, by following the path of a participant through the conference.

After the opening ceremonies, the first keynote speech and the thematic statements, all participants met for a luncheon working session by state groups. The participants who came from states outside the RMRRC region met in a nation-at-large group. The state luncheon groups were hosted by the State Directors of Special Education (or their representatives) and the nation-at-large group was hosted by the Chairman of the Department of Special Education of the University of Utah. During the luncheon meeting each participant chose one of the five thematic workshop groups of which he would become a part. (The schedule of activities being discussed is presented in Table 7.2).

The thematic groups met four times during the conference. The first session operated as a seminar during which the group was organized and a working format was established. The remaining three sessions were used to produce structured statements of the goals, strategies, and tactics (by theme areas) that were needed to make a significant difference in services to the severely, multiply handicapped. The group was able to draw on its own experience as well as that of the group leader and the keynote speakers.

The outcomes of the thematic workshops were general statements which would apply to the provision of services to severely, multiply handicapped children in any state. In order to relate these general statements to each state the participants then met by state groups, and developed model one-year state plans by placing the general thematic tactical statements on timelines. This last step individualized the thematic statements to the specific needs and priorities of each state, and provided the states with a working document from which they could further develop their planning to serve the severely, multiply handicapped child.

Upon completion of the working sessions a conference evaluation session was held and data collected for the purpose of determining the effectiveness of the conference and how it could be improved in the



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*Conference products

Fig. 7.1 Participant Path

Table 7.2 Schedule of Conference Activities

SCHEDULE CONFERENCE ON THE SEVERELY MULTIPLY HANDICAPPED S.L.C.

WEDNESDAY–MARCH 6	
HOUR	EVENT
9:00–9:30	Conference Opening
9:30–10:30	**Keynote Address:** **Dr. R. Paul Thompson**
10:30–12:00	Thematic Statements: 1. Sherr 2. Berkowitz 3. Helsel 4. Brown 5. Roos
12:00–1:30	Lunch by States State Directors hosting
2:00–4:30	Seminars by themes 1 Sherr 2 Berkowitz 3 Helsel 4 Brown 5 Roos
4:30–5:30	No Host Hospitality Bar
5:30–7:30	Free time (dine at own choice)
7:30–10:00	Workshops by themes (same groups) 1 Sherr 2 Berkowitz 3 Helsel 4 Brown 5 Roos

THURSDAY–MARCH 7	
HOUR	EVENT
9:00–10:00	Keynote Address: **Mr. Fred Krause**
10:00–12:00	Workshops by themes (same groups) 1 Sherr 2 Berkowitz 3 Helsel 4 Brown 5 Roos
12:00–2:00	Lunch by workshops (working lunch)
2:30–4:30	Keynoter Dialogue 1 Thompson Johnston 2 Krause 3 Lynch
4:30–5:30	No Host Hospitality Bar
5:30–7:30	Free time (dine at own choice)
7:30–10:00	Workshops by themes (same groups) 1 Sherr 2 Berkowitz 3 Helsel 4 Brown 5 Roos

FRIDAY–MARCH 8	
HOUR	EVENT
9:00–10:00	Keynote Address: Mr. Francis Lynch
10:00–11:30	States workshop on application 1 Idaho 2 Montana 3 Wyoming 4 Utah 5 National
11:30–12:00	Conference Evaluation
12:00–1:30	Banquet–Dr. Robert Erdman, host Conference Closing –Symbolic Reports by States –Send Out

future. The data collected, the addresses, and the outcomes of the working sessions were collected and documented. These materials were then compiled into a report by the RMRRC and sent to the conference participants and made available to the general public.

Conference Outcomes

The conference was designed as a working conference, one from which products that could be used within the region would result. The conference procedings, "The Severely Multiply Handicapped - What Are the Issues?", were compiled and edited by the RMRRC. The document provides a permanent record of the results of the conference to supplement the working materials taken back home by the participants. The proceedings include the texts of the keynote and thematic presentations, the thematic work statements, the state timelines, the nation-at-large recommendations, some general conclusions, the results of the conference evaluation, and the list of the participants. (In addition, an RMRRC staff member developed the conference proceedings into a training methodology which was further piloted at the NASDSE conference in July 1974, held in Tampa, Florida. The session on "Strategies of Planning for the Severely, Multiply Handicapped" drew 38 participants and 8 staff members representing 29 states.)

The products from the thematic sessions reflected the concensus of each working group. The final formats differed between groups slightly in response to variations within groups and topics, but generally followed the format shown in Table 7.3 for thematic session number 5. For thematic area 5, five goal areas were defined with up to four strategies per goal and up to four tactics per strategy. The thematic session products reflect the structure, composition, and leadership of the group, and provide a composite perspective of the group's views.

The thematic products were then applied by the state groups to form outlines for state plans. An example of one state's timeline is shown in Table 7.4. The timeline, when added to the thematic content areas, provides a preliminary plan for the provision of services within each state. The conference objective was to have these preliminary timelines form

TABLE 7.3 PARENT EDUCATION AND THEIR ROLE

GOAL 1.0	TO REACH CONSENSUS BETWEEN PARENTS AND PROFESSIONALS IN DEFINING CLEAR OBJECTIVES
Strategy 1.1	**Identify and prioritize perceptions of needs seen by parents and professionals**
Tactic 1.1.1	Survey of professionals as well as of parents
1.1.2	Sample representatives from groups
Tools:	Check list of needs
Strategy 1.2	**Cooperative exchange of information and feelings about needs and their priorities for handicapped children**
Tactic 1.2.1	Small group meetings in which professionals reach consensus
1.2.2	Small group meetings in which parents reach consensus
1.2.3	Regularly scheduled, open discussion meetings to discuss concerns and make reevaluations
1.2.4	Local problem-solving meetings (group and individuals) in which all concerns are honored and received
Tools:	Ongoing written needs assessment by both involved groups
Forces:	1. RRC representative contacting and leading all governmental and private organizations concerned with serv multiply handicapp education, organize tives (ARC, UCP, A Vocational Rehabili
Evaluation Strategies:	1. Compile statistics or of meetings, number 2. Transcription of tap and interaction anal 3. Attitude survey 4. Parents' and professi expressed in a combi
Evaluation Needs:	1. Interaction analysis 2. Questionnaires, e.g., express yourself?" " your concerns?"
GOAL 2.0	TO PROVIDE AND COOR BASED, PARENT-RELAT
Strategy 2.1	**Develop and establish ar serving the handicapped**
Tactic 2.1.1	Determine needs of the
2.1.2	Determine available serv responsibilities
2.1.3	Develop meaningful and
2.1.4	Make interagency partic description

ENT EDUCATION AND THEIR ROLE

O REACH CONSENSUS BETWEEN PARENTS ND PROFESSIONALS IN DEFINING CLEAR BJECTIVES

Identify and prioritize perceptions of needs seen by parents and professionals

Survey of professionals as well as of parents

Sample representatives from groups

Check list of needs

Cooperative exchange of information and feelings about needs and their priorities for handicapped children

Small group meetings in which professionals reach consensus

Small group meetings in which parents reach consensus

Regularly scheduled, open discussion meetings to discuss concerns and make reevaluations

Local problem-solving meetings (group and individuals) in which all concerns are honored and received

Ongoing written needs assessment by both involved groups

1. RRC representative contacting and leading all governmental and private organizations concerned with services for the severely, multiply handicapped; i.e., state board of education, organized consumer representatives (ARC, UCP, ACLD), Health Department, Vocational Rehabilitation (adult services)

Evaluation Strategies:

1. Compile statistics on meetings: i.e., number of meetings, number in attendance, etc.
2. Transcription of tape recordings of meetings and interaction analysis
3. Attitude survey
4. Parents' and professionals' concerns are expressed in a combined list

Evaluation Needs:

1. Interaction analysis scales, e.g., Flanders, Hill
2. Questionnaires, e.g., "Were you able to express yourself?" "Did people listen to your concerns?"

GOAL 2.0 **TO PROVIDE AND COORDINATE COMMUNITY BASED, PARENT-RELATED SERVICE PROGRAMS**

Strategy 2.1 **Develop and establish an interagency committee serving the handicapped**

Tactic 2.1.1 Determine needs of the handicapped

2.1.2 Determine available services and define responsibilities

2.1.3 Develop meaningful and achievable programs

2.1.4 Make interagency participation part of the job description

Table 7.3 Continued

Strategy 2.2	**Develop and establish an advisory council to the interagency group consisting of parents (consumers)**
Tactic 2.2.1	Interagency recruitment of parent participants on advisory council
2.2.2	Advisory council meetings would be open to consumers of agency services
2.2.3	A rotating member of the advisory council would attend meetings of the interagency committee to share their identified needs
2.2.4	Technical assistance to advisory council would be provided by rotating members of the interagency committee
Strategy 2.3	**Plan and develop a service coordinating agency**
Tactic 2.3.1	Establish an independent task force
2.3.2	Define the role of the coordinating agency
Tools:	1. Research existing models for service coordination 2. Funding 3. Directories 4. Service Clubs 5. Media 6. Speak-ups 7. Survey—needs assessment 8. Advisory council to design role of and appoint coordinating agency
Forces:	1. Service organizations 2. State agencies 3. Legislative influences 4. University related facility 5. Special education personnel 6. Health services 7. Consumers 8. Media
Evaluation Strategies:	1. Compare data of served and children (initial—1 year) 2. Compare data of inappropr children (initial—1 year) 3. Are parent/child-related ser (initial—1 year)
Evaluation Needs:	1. Advisory council will evalu services 2. State, local surveys (e.g., A 3. Oregon model for service c
GOAL 3.0	TO PROVIDE FOR AND INCRE UNDERSTANDING, KNOWLED
Strategy 3.1	**Develop a communication coo**
Tactic 3.1.1	Secure funds
Tools:	1. Establish a ways and means raise money 2. Write a proposal of goals of
Tactic 3.1.2	Develop a facility, staff and res
Tools:	1. Secure a building and equip 2. Obtain a list of local and st secure commitments to coo
Strategy 3.2	**Develop systematic parental in**
Tactic 3.2.1	The center will have informati

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6. Health services
7. Consumers
8. Media

Evaluation Strategies:

1. Compare data of served and unserved children (initial—1 year)
2. Compare data of inappropriately served children (initial—1 year)
3. Are parent/child-related services established? (initial—1 year)

Evaluation Needs:

1. Advisory council will evaluate parent-related services
2. State, local surveys (e.g., ACCESS)
3. Oregon model for service coordinator

GOAL 3.0 TO PROVIDE FOR AND INCREASE PARENTAL UNDERSTANDING, KNOWLEDGE AND SKILLS

Strategy 3.1 **Develop a communication coordination center**

Tactic 3.1.1 Secure funds

Tools:

1. Establish a ways and means committee to raise money
2. Write a proposal of goals of the center

Tactic 3.1.2 Develop a facility, staff and resources

Tools:

1. Secure a building and equipment
2. Obtain a list of local and state resources and secure commitments to cooperate and share

Strategy 3.2 **Develop systematic parental involvement**

Tactic 3.2.1 The center will have information available

Table 7.3 continued

Tools:	1. Brochures, newspapers, radio and television 2. Talks: speakers would be parents, teachers, psychologists, legislators, lawyers and doctors
Tactic 3.2.2	To outreach into the homes
Tools:	1. In-service training by parents, teachers 2. Brochures, letters 3. Service organizations 4. Recruit parent volunteers into special classes—(paraprofessions, coordinators)
Forces:	Those in existence: 1. Private foundations, service agencies 2. Civic: Jaycees, Lions, Rotary, etc. 3. Local media 4. Students 5. Professional: medical, legal, educational, therapeutic 6. Parents Need to create: 1. Temporary coordinator to establish agency board consisting of representatives from established forces a. Coordinator and executive director appointed by agency board b. Fund raising committee
Evaluation Strategies:	(Formative and Summative) 1. Criterion-referenced model based on performance objectives for parents and children 2. Surveys, i.e., questionnaires and interviews 3. Standardized tests
Evaluation Needs:	1. Develop a questionnaire to evaluate quality and knowledge of current services to parents; questionnaire to be sent out before and at end of the year 2. Criterion-referenced instr and students 3. Standardized tests 4. Interview with parents o

GOAL 4.0	**TO ARTICULATE AND ENA ROLES IN SERVICE DELIVE**
Strategy 4.1	**Early childhood training, us primary intervention**
Tactic 4.1.1	Professional team goes to th and carries out infant stimu the family
Tools:	1. Packaged materials 2. Diagnostic equipment a 3. Skills for observing chil 4. Skills in interpreting fin 5. Skills in designing home
Tactic 4.1.2	In-service workshops for pa
Strategy 4.2	**Continuous training utilizi**
Tactic 4.2.1	In-service workshops for pa
4.2.2	Ongoing evaluation system
Tools:	Professional team goes to and carries out infant stim the family
Strategy 4.3	**Parent organization and pa**
Tactic 4.3.1	Instigate parent group and group
Tools:	1. Constitutions for paren

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. Fund raising committee

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nd knowledge of current services to parents;
uestionnaire to be sent out before and at

end of the year
2. Criterion-referenced instruments for parents and students
3. Standardized tests
4. Interview with parents on random samples

GOAL 4.0 TO ARTICULATE AND ENABLE PARENT ROLES IN SERVICE DELIVERY

Strategy 4.1 **Early childhood training, using the family in primary intervention**

Tactic 4.1.1 Professional team goes to the home, develops and carries out infant stimulation program with the family

Tools:
1. Packaged materials
2. Diagnostic equipment and expertise
3. Skills for observing child
4. Skills in interpreting findings to the family
5. Skills in designing home training programs

Tactic 4.1.2 In-service workshops for parents

Strategy 4.2 **Continuous training utilizing family participation**

Tactic 4.2.1 In-service workshops for parents

4.2.2 Ongoing evaluation system

Tools: Professional team goes to the home, develops and carries out infant stimulation program with the family

Strategy 4.3 **Parent organization and participation**

Tactic 4.3.1 Instigate parent group and parent-professional group

Tools: 1. Constitutions for parent groups

Table 7.3 continued

Tactic 4.3.2	Student-related staff policy of open invitation to observe and participate
Tools:	1. Printed staff policies related to program personnel 2. Publicity: television, radio, newspapers
Strategy 4.4	**Open communication between parents and professionals**
Tactic 4.4.1	Active resource pool of specialists and resources—lawyers, legislators, etc.
Tools:	List of names of specialists
Tactic 4.4.2	Instructional materials
Tools:	Pre-packaged materials and programs and an open appointment book
Tactic 4.4.3	Practicing receptivity and honesty between parents and professionals
Tools:	"Help-line"—available telephone services
Forces:	1. Interdisciplinary team: nurse, family doctor, therapists, psychologists, medical specialist, social worker 2. Home school program coordinator 3. Families 4. Teachers 5. Workshop directors 6. Public relations media 7. PTA or ARC team groups and other parent groups
Evaluation Strategies:	1. Observation 2. Measure of parent effectiveness with child
	in all areas of skills: soci 3. Measure effectiveness of ments 4. Measure of parent and pr
Evaluation Needs:	1. Parent conferences 2. Tests: vocational evaluat PACE circular,(Kephart) 3. Pre- and post-questionnai 4. Teacher inventories 5. Family observations and 6. Quantity and quality of
GOAL 5.0	**TO INCREASE PROFESSION STANDING, KNOWLEDGE A**
Strategy 5.1	**Design and implement state programs to increase basic handicapped conditions on professionals who deal with**
Tactic 5.1.1	Determine the level of kno working with parents by su information tests
Tools:	1. Survey inventory 2. Information tests
Tactic 5.1.2	Provide training for existing working with parents
Tools:	1. In-service training at reg staff meetings
Tactic 5.1.3	Develop or improve preserv for professionals working w
Tools:	1. Competency-based degr practicum experience

inued

udent-related staff policy of open invitation
observe and participate

Printed staff policies related to program personnel
Publicity: television, radio, newspapers

en communication between parents and fessionals

tive resource pool of specialists and
ources—lawyers, legislators, etc.

t of names of specialists

structional materials

-packaged materials and programs and an
en appointment book

acticing receptivity and honesty between
rents and professionals

elp-line"—available telephone services

Interdisciplinary team: nurse, family doctor, therapists, psychologists, medical specialist, social worker
Home school program coordinator
Families
Teachers
Workshop directors
Public relations media
PTA or ARC team groups and other parent groups

Observation
Measure of parent effectiveness with child

in all areas of skills: social, educational, etc.
3. Measure effectiveness of groups' accomplishments
4. Measure of parent and professional growth

Evaluation Needs:
1. Parent conferences
2. Tests: vocational evaluation,(Vineland), PACE circular,(Kephart)
3. Pre- and post-questionnaire for program
4. Teacher inventories
5. Family observations and charting
6. Quantity and quality of parent involvement

GOAL 5.0 TO INCREASE PROFESSIONAL UNDERSTANDING, KNOWLEDGE AND SKILLS

Strategy 5.1 **Design and implement state-wide educational programs to increase basic knowledge of severely handicapped conditions on the part of all professionals who deal with parents**

Tactic 5.1.1 Determine the level of knowledge of professionals working with parents by survey inventories, information tests

Tools:
1. Survey inventory
2. Information tests

Tactic 5.1.2 Provide training for existing professionals working with parents

Tools:
1. In-service training at regular professional staff meetings

Tactic 5.1.3 Develop or improve preservice training programs for professionals working with parents

Tools:
1. Competency-based degree program with practicum experience

Table 7.3 continued

	2. Curriculum changes in training programs
Tactic 5.1.4	Develop professional standards for those working with parents
Tools:	Coalition of parents and professionals to establish professional standards
Strategy 5.2	**Design and implement a state-wide program to increase specific skills of parent trainers**
Tactic 5.2.1	Identify skills needed by parent trainers
Tools:	Literature search
Tactic 5.2.2	Develop a program and staff to teach those skills
Tools:	Competency-based degree program with practicum experience
Strategy 5.3	**Design and implement state-wide programs to increase acceptance attitudes of professionals toward parents and their severely handicapped children**
Tactic 5.3.1	Develop awareness of attitudes among professionals and assess them
Tools:	1. Gestalt group techniques 2. Role-playing
Tactic 5.3.2	Include experiential content in professional training
Tools:	1. Regular practicum experience 2. Role-playing
Forces:	1. Organized parent groups 2. Knowledgeable professionals retained bv state and local agencies

	3. Qualified trainers to university setting 4. An advisory commit and professional org 5. Professional lobbyist groups to effect cha training institutions 6. Research specialist 7. Management speciali grammer, technical information material specialist 8. Informed parent pro communicate with 9. Professionals skilled techniques, retained work with professio
Evaluation Strategies:	1. Measure change of b toward the target p severely, multiply h 2. Assess parent knowl and skills 3. Evaluate change in 4. Evaluate change in
Evaluation Needs:	1. Parent survey 2. Observation of prof 3. See needs for evalua 4. Parent participation programs 5. Professional involve organizations and a 6. Survey of professio 7. Test of knowledge referenced) 8. Evaluation of chang for services to sever

inued

Curriculum changes in training programs

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nals and assess them

Gestalt group techniques
Role-playing

lude experiential content in professional
ining

Regular practicum experience
Role-playing

Organized parent groups
Knowledgeable professionals retained by
state and local agencies

3. Qualified trainers to work in college or university setting
4. An advisory committee representing parent and professional organizations
5. Professional lobbyist retained by parent groups to effect change in preservice training institutions
6. Research specialist
7. Management specialist, educational programmer, technical competency specialist, information materials specialist, evaluation specialist
8. Informed parent professional groups to communicate with professionals
9. Professionals skilled in attitude change techniques, retained by parent groups to work with professionals

Evaluation Strategies:

1. Measure change of behavior or professionals toward the target population—parents and severely, multiply handicapped children
2. Assess parent knowledge, understanding, and skills
3. Evaluate change in attitudes of professionals
4. Evaluate change in professional knowledge

Evaluation Needs:

1. Parent survey
2. Observation of professional behavior
3. See needs for evaluation strategy no. 3
4. Parent participation on training and other programs
5. Professional involvement in community organizations and activities
6. Survey of professional attitudes
7. Test of knowledge and skills (criterion-referenced)
8. Evaluation of change in monies expended for services to severely, multiply handicapped

Table 7.4 Timeline Utah
Example of Product of State Timeline Workshop

SPRING, 1974 (March-May)	SUMMER, 1974 (June-August)	FALL, 1974 (September-November)	WINTER, 1974-75 (December-February)
1. SYSTEMATIC DELIVERY SYSTEM ●Promote discussion of issues among special educators, state department officials, school administrators, parents, and agency personnel ●Articulate and prepare philosophy agreeable to those who will provide and receive service ●LEAs will be responsible for identification of severely multiply handicapped ●Organize publicity: awareness of intention to provide services ●Task force (service providers and consumers) review laws and regulations to determine if they permit state to act in accordance with its philosophy •recommend changes •inform parents, secure support ●Identify specific responsibilities of each person involved in services: SEA, LEA, legislators, institutions, parehts, etc.	●Determine total personnel needs ●Identify target: i.e., UEA, media, other agencies ●Identify service patterns ●Describe existing programs ●Describe new programs needed ●List existing facilities ●Locate and establish additional facilities needed ●Determine financial need •current financing •projected financial needs	●Implement program for the severely multiply handicapped ●Delineate preliminary goals based on needs assessment and present information to parent and professional groups for refinement ●Develop alternative models for systematic delivery system ●Review existing delivery models ●Make recommendations for pilot programs •provide technical assistance for •implementation of pilot programs ●Lobby for legislation •mandate •funds ●Make provisions for other funds	●Develop means of assessing capabilities of services to meet needs systematically ●Determine if all severely multiply handicapped have been identified •census social services and others ●Determine if individual needs of severely multiply handicapped children are being met •criterion measure •periodic evaluation ●Update needs assessment ●Evaluate year's progress
2. IDENTIFICATION OF CONSTRAINTS ●Systematic collection and dissemination of available information for funding -to appropriate legislators, state agencies, local governmental units ●Professionals and parents share knowledge and techniques to jointly determine priorities	●Form coalition of consumers and providers ●Ongoing legislative committee meets regularly with providers of special services ●Appoint more providers to decision-making boards ●Identify interested groups ●Form conference for assembling leaders; develop ad hoc committee ●Adopt curriculum and new views toward severely multiply handicapped that incorporate common terminology ●Clarify existing funding mechanisms ●Increase opportunities for inter-agency cooperation	●Establish system for identifying severely multiply handicapped children—in and out of school—not receiving appropriate services ●Provide resource personnel who can advocate for existing programs ●In-service training for inter- and intradisciplinary staff ●Recruit and select in-service training team ●Survey professionals' current attitudes and needs ●Conduct local workshops to develop information and action on •knowledge of issues •lobbying •publicity (encourage individuals •to write congressmen, get commitment •for individuals to work unitedly) ●Include medical profession in campaign for awareness of the handicapped as human beings	●Conferences to set priorities for local areas concerning severely multiply handicapped ●LEA special education personnel, informed of services for severely, multiply handicapped, will inform others (special and regular education teachers, ancillary personnel) ●Include churches in campaign to increase awareness of handicapped as human being ●Arrange presentations to civic groups to include demonstrations of abilities of severely handicapped children ●Utilize handicapped students as teachers and aides ●Utilize elementary school peers as "special friend" or advocates for severely multiply handicapped children

Utah Timeline, continued

SPRING, 1974 (March-May)	SUMMER, 1974 (June-August)	FALL, 1974 (September-November)	WINTER, 1974 (December-February)
3. OPTIONS FOR UNSERVED CHILDREN ●Determine what policy exists at all levels ●Identify resources •identify agencies providing services to severely multiply handicapped •compile registry of human resources ●Identify needs •served and unserved multiply handicapped •facilities •manpower ●Survey 25 selected citizens, 25 school administrators and 10 instructional staff personnel to determine positiveness, acceptance and commitment as defined in questionnaire toward severely handicapped ●Survey school boards and USBE ●Contact USBE for list of agencies ●Obtain published directories ●Contact parent groups ●Contact related professions ●Saturate media ●Questionnaire sent home with school children to determine identification of all children	●Design proposal to change attitudes •assign responsibility •use consultant to analyze data •funding •write plan ●Using results gained from spring activities, apply pressure on administrators, school boards, community •groups and parents ●Designate a person to design a model by reviewing existing models, •persons	→ *(See Note)	●Retrain and train current professionals ●Obtain copies of written policy statements ●Evaluate at least 15 agencies which provide services ●Evaluate services enacted through the year
4. WHAT IS RELEVANT EDUCATION? ●Follow up conference; detail strategies by committee comprised of representatives from State Board of Higher Education, USBE, LEAs (Prime mover: MR Specialist, USBE) ●Consumer groups publicize issues ●USBE representative forms a Task Force of USBE, university and public school personnel ●RRC develop national manpower pool with agencies dealing with severely, multiply handicapped on mailing list ●Agencies/State develop computer centers of information on severely multiply handicapped, using federal funds ●Extensive information/literature dissemination in university student teaching programs ●Area and regional resource centers and media center disseminate accumulated information to districts ●Information obtained from ERIC	●Detailed plan mailed to conference participants on how coordinated relationship will be established in following areas: •practicum experience •demonstration center •preservice training •inservice training •advisory committee •minimum list of competencies •all severely multiply handicapped •children should have in education ●Regional information group formed ●Task Force review •contact BEH for funding information •contact professional standards project •input from all levels and types of •interested parties (social workers, •physical therapists, etc.) ●Task Force designs flexible certification program for paraprofessionals and professionals ●Task Force collects information for	●Demonstration centers identified and operating ●Practicums for in-service training initiated ●Advisory committee holding hearings on program improvement ●Implement strategies to bring all teachers to minimum competency level ●Task Force finishes design for flexible certification program and definition of appropriate education ●Workshop of concerned personnel to review progress ●List of professional organizations are funneled to USBE and sent out to all LEAs, classes, etc. ●Coordination of interdisciplinary abilities of various specialists (e.g., speech pathologists, physical therapists) and use existing agencies for coordination ●Organize meetings/seminars where teachers share effective ideas	●Hold accountability conferences •progress reports from all programs •implemented during the year •evaluate and develop new strategies •and a new timeline ●Begin implementation of model programs in different parts of the state ●Begin legislation *Arrows indicate a tactic(s) are to be continued into next quarter(s).

Utah Timeline, continued

SPRING, 1974 (March-May)	SUMMER, 1974 (June-August)	FALL, 1974 (September-November)	WINTER, 1974 (December-February)
disseminated to individual teachers ●School structure organized so staff can receive in-service training. •teachers hired for extra days beyond regular year •½ day per week for in-service •1 or more visiting days per year for professional growth •use of substitute teachers ●Professional organizations develop cooperative effort to share ideas: CEC, UARC, UEA, etc. ●Develop mailing lists for agencies who produce ideas, materials, etc.	definition of appropriate education ●LEA personnel responsible to collect and disseminate information to teachers on regular basis, and tell teachers how to implement ●Prepare demonstrations on various skills for presentation in districts and agencies, with films, cassettes ●LEAs develop task analyses for various skills to be compiled by RRC or USBE for dissemination to all teachers who need information ●Appoint state level supervisory personnel to coordinate vocational training in rural areas		
5. PARENT EDUCATION: THEIR ROLE ●Contact USBE and State Social Services to appoint a 3 to 5 member steering committee •steering committee will contact lay organization who would appoint members to two committees: fund raising and staffing-facility planning committees ●Identify target population ●Committee of professionals selected by USBE Teacher Certification administrator, committee will define parent trainer standards ●Prepare inventory to assess present knowledge of professionals working with parents ●Parent trainers, parents and professionals submit competency list as to elements trainer needs to be effective ●Combine lists and formulate one competency list ●Review available data on needs of severely handicapped as seen by professionals and parents ●Determine need for additional date ●Develop survey form to be sent to consumers and professionals (form indicates needs and priorities) ●Have governor appoint state director of developmental disabilities ●Develop a developmental disabilities agency on each of the state's regional levels ●Develop the parents advisory council	●Fund raising activities developed and implemented by committee ●Staffing facility planning committee planning activities for center; will make recommendations to steering committee for center coordinator ●Mail competency questionnaires to target population ●Tabulate and evaluate results ●Disseminate evaluation information to professionals involved for pre- and in-service training considerations ●Committee will develop professional standards ●Educate governor, office of child development and DDD to a master plan for about 14 developmental teams ●Develop master plan for developmental teams ●Locate funding ●Interface existing programs as nuclei	●Disseminate survey on needs and priorities ●Analyze returned data ●Hire coordinator and staff; set up building; contact agencies; plan of action developed for center ●Advisory or policy-making board established by steering committee ●Begin to develop training modules for use in selected programs ●Project Identification update •evaluate ability to meet identified needs •fill in gaps, using DDD agencies and advisory council •begin implementation of plan for developmental teams for state •select personnel •purchase equipment •hold parent workshops in target areas	●Begin small group meetings of professionals and consumers to react to and reevaluate check lists ●Implement plan of action for center ●Pre-test attitudes ●Implement training modules •experiential content •formal instruction ●Begin to develop a paraprofessional/professional certification for parent training for state (USBE Instructional Support Services Administrator)

the basis for development of more extended state plans by each state at a later date.

Over and above these specific state-related products, some general issues were defined by the participants. The findings, or imperatives, are presented in Table 7.5. The imperatives reflect the concerns of the nation and the region relative to the provision of educational services to the severely, multiply handicapped. Many of the concerns revolve about execution of a national direction mandated by recent court cases and legislation, as well as concerns arising from personal experience as special educators.

The imperatives generally reflect a need for increasing involvement of the people concerned with the severely, multiply handicapped, and for producing a similar linkage to the general public. Within the scope of the increased involvement was a desire to improve the quality and quantity of services through active and directed activities. The tone of the imperatives is one of an aggresive posture, rather than a passive response to situations as they arise.

The evaluation of the conference was very positive. The evaluations showed that the major goals of the conference were met, and that the RMRRC had acted as an effective regional agent to promote change and educational innovation. The 257 conferees generally indicated that the conference did have a major impact on their planning for provision of services for the severely multiply handicapped children in their respective areas.

Follow-up Consultations to the States

In order to help the SEAs meet issues developed by the conference and reported in the post-conference document, the RMRRC conducted follow-up consultations to each of the states involved. The states that responded to this possibility were Montana, Idaho and Utah, with Wyoming declining because of interior constraints. An extension of the center's grant beyond June 1974 allowed for this follow-up work. Following is a brief account of the follow-up with these states:

Table 7.5 IMPERATIVES RESULTING FROM TOPICS DEALING WITH THE SEVERELY MULTIPLY HANDICAPPED

A wealth of information emerged from this conference. Parents, teachers and administrators everyone at the conference contributed insights and innovative ideas. The RMRRC staff members, who were distributed through all working groups, each recalled particular ideas that emerged time after time. From the dialogue and from the written workshop information, the following list of imperatives has been compiled:

I. Attitude/Law:

A. Develop a positive philosophy, attitude and commitment in order to build a delivery of services.

B. Obtain legislated rights and services for the severely multiply handicapped, birth-to-death, with zero rejects.

II. Identification:

A. Establish responsibility and accountability at program level for every identified severely, multiply handicapped individual.

B. More effectively identify and appraise the needs of the severely, multiply handicapped population.

III. Services/Structure:

A. Establish inter-disciplinary: terminology and resource cataloging, leadership development, teacher training, curriculum sharing, working conferences to enhance attitudes, corporate decision making, lobbying, etc.

B. Avoid inter-agency duplication, fragmentation and bureaucratic weightiness.

C. Establish comprehensive needs assessment of available service resources at every level.

D. Reassess the compound and complex problems relating to serving the severely, multiply handicapped in rural remote areas.

IV. Training:

A. Evaluate existing programs and develop pilot programs that include evaluation components.

B. Identify methodology and tools so committed groups and individuals can mobilize their concerns even when they are without adequate funds and programs.

C. Obtain training resources that exemplify the current innovations and trends in special education.

D. Develop appropriate incentives to recruit qualified severely, multiply handicapped instructors.

E. Match preservice training with actual competencies needed to serve the whole person.

F. Facilitate the development of training programs by joint efforts of LEA, SEA and university personnel.

V. Parents/Community:

A. Involve parents and providers of services (teachers, etc.) in all steps of the decision-making process, from the funding and coordinating agencies to actual service to the child.

B. Raise the level of community awareness to acknowledge and enhance the LEGAL and PERSONAL rights of severely, multiply handicapped and parents.

C. Train the family unit so that parents and siblings can perform early intervention.

D. Develop alternatives for respite care and crisis intervention.

VI. Communications:

A. Extensively permeate the media as a means of improving services for the severely, multiply handicapped; improve communication and cooperation of those charged with dissemination of information to the individual at every level.

B. Provide a structure and methodology to foster open communication between professionals and parents of severely, multiply handicapped.

VII. Funding:

A. Develop a clearer image and method of identifying, utilizing and expanding public and private funding and service sources.

B. Encourage cooperation in fund sharing and service interaction.

MONTANA: On August 6, 1974 in Billings, Montana, ten participants gathered, all of whom either attended or were familiar with the conference on the severely, multiply handicapped. The one-day consulation was organized by Montana's State Supervisor of Special Education. The topic for the consult was "The Public Schools' Responsibility for the Custodial, Mentally Retarded Children, Youth and Adults." The day was spent in an analysis of: a) present conditions (strengths and weaknesses); b) threats; c) trends; d) objectives. The major achievement of the meeting was the three objectives which were stated in the form of resolutions.

Resolved that:

1. The Attorney General's opinion and/or a legislative bill will be written on the right to education during the next legislative session;

2. The Constitution will be upheld so that every handicapped person can have access to an appropriate, least restrictive public education including the "custodial mentally retarded" by the end of the next legislative session.

3. Immediately upon appropriate legislative action and in cooperation with appropriate State Department personnel, each Special Education Regional Council will create a comprehensive regional plan to provide for appropriate, least restrictive education services for all children, youth, and adults including the "custodial mentally retarded."

The significance of what happened in Montana is still to be evaluated; however, the three objectives are currently being ratified by the five intrastate regional councils to gain their signatures. The objectives will then be sent to the Governor, and to the State Superintendent of Public Instruction. This consultation served as the catalyst to help strengthen Montana's plans for serving the severely, multiply handicapped.

IDAHO: On August 28, 1974 in Boise, 25 participants gathered, most of whom attended the conference on the severely, multiply handicapped. The one-day consultation was planned by the State Director of Special Education. The topic for the consultation was "The Severely, Multiply Handicapped--The Idaho Plan." The main focus of the day was to work on three issues related to the post-conference document: options for the unserved child; what is relevant education; and the role of the parent. The task was to take key tactics, polish them for Idaho and break them down into sub-tactics and procedures (who, how, where, and when). Seventeen fully developed tactics resulted with a new timeline structure of October 1, 1974 to September 30, 1975.

The second achievement of the day, and perhaps the most important, was the appointing of a state-wide Task Force on the Severely, Multiply Handicapped. The group selected 11 persons to form the Task Force, all of whom were in attendance. They will be accountable to the office of the Director of Special Education and will have limited, but adequate, funds to cover meetings, mailings and administration. The Task Force will call upon others to serve in subcommittee assignments. Their total work will be structured, disciplined and flexible enough to be a positive force to lobby issues relating to the severely, multiply handicapped. This is the first state-wide task force for the severely, multiply handicapped in the Rocky Mountain States, and one of a small number from the nation-at-large. With this strategic move, Idaho could emerge as a key state in the modeling of alternatives for the severely, multiply handicapped.

UTAH: During the week of September 9-13, 1974, a delegation of 21 will represent the state in a site visit tour to four model programs serving the severely, multiply handicapped. The State Director of Special Educatim's office felt that this type of inservice training for selected professionals representing multi-disciplines and agencies was of greater need than a one-day consultation. After three weeks of extensive research, the following selection of sites was determined.

1. September 10: The Callier Hearing and Speech Center, Dallas, Texas. This is

a model research, demonstration and reduplication program dealing with the deaf-blind, infant home training, individualized instruction and technical research.

2. September 11: The University of Oklahoma Medical Center, Department of Pediatrics, Oklahoma City, Oklahoma. This is a multidisciplinary medical and educational effort dealing with the severely, multiply handicapped in these broad areas: prescription; ongoing evaluation; and preschool neurological/developmental aspects.

3. September 12: The Eastern Nebraska Community Office for Retardation, Omaho, Nebraska. The focus of this program is a de-institutionalized multi-faceted service delivery at the community level, and is considered to be one of the most complex and highly integrated programs of this kind in the nation.

4. September 13: East San Gabriel Valley School for Multi-Handicapped Children, Glendora, California. This Los Angeles County-sponsored program is composed of 15 classes in 3 schools within a two-mile radius. The program provides severely handicapped students with comprehensive services including a staff of four physicians. The key to the program is experiments in language development and sensory integration. This is the first program of its type in California and the largest.

Prior to leaving, the Utah delegation will have an afternoon planning session which will include: a) contexting the trip; b) a method for analysis of what is seen; c) questions to ask along the way; d) an evaluation of useful trends and insights for Utah. Each participant will be responsible for filling out an evaluation sheet on each site visited. The purpose of these site visits will be one of educational research for the sake of improving existing services or creating new ones for Utah.

CHAPTER 8

SUMMARY OF OUTREACH PROGRAM

This chapter will review the major outcomes of the Outreach program from a perspective of the center and its operations. The intent is to discuss the important relationships between the center activities and the outcomes observed within the states served, and the implications that these findings have for the operation of regional centers. The focus of this discussion will be the Outreach model used by the RMRRC to provide services.

The Outreach process as undertaken by the RMRRC is one in which the center served as a core resource to states within the region. The core was to be a fairly small effort in comparison to the flow-through monies and was to be used mainly in the form of technical assistance, specialized back-up resource services, and for project monitoring. It was the intent of the center that it would simply not act as a subcontracting agency, but rather would provide added services to the process by serving as a regional focal point for the exchange of information and the introduction of new knowledge, methods and procedures.

Under the above scheme the center operated two major programs in its last two years; the stratistician program discussed in Volume II of this report, and the Outreach program. The Outreach program drew some support from the stratistician program in terms of existent workshops, but in general the two programs operated separately. The core staff however did contribute other resource services in the form of program development activities, evaluation and information.

Technical Assistance

One of the advantages the Outreach program included is that it could provide technical assistance to SEAs and LEAs on special problems as they arose. This technical assistance included workshops, reviews of plans, supplementary evaluations, and support of supplemental projects. In this mode the RMRRC helped to resolve technical problems within the region without the educational agency having to try to find resource support and staff to undertake the activity. The RMRRC as an agency provided a rapid response service to the educational programs in its region.

A technical assistance service model for center operations is depicted in Figure 8.1. The use of the model to plan and monitor Outreach projects has shown it to be an accurate schema for describing the delivery of assistance to all field requests for technical assistance. Evaluation procedures and forms were developed to assess the effectiveness of responses to technical assistance requests sent to the center. This model calls for both the field requester and center staff to evaluate the assistance delivery. Examination of the results of these evaluations will determine which modes of assistance and types of assistance (information, consultation, etc.) are most effective for different kinds of requests. The evaluations are helpful in tracing the process of assistance from the impact of consultation, through the outcomes of services rendered, to additional or related problems remaining to be solved. This evaluation model should help determine the effectiveness of the RMRRC in providing support to the field. It also was used to suggest tactics for improvement. Tables 8.1, 8.2 and 8.3 present the information contained on the technical assistance request form, and the evaluation form for both the requester and the consultant; space for responding to the items has been omitted in these samples.

Requests for technical assistance from regional and other sources were individualized where possible and resulted in assistance agreements outlining the problem, assistance requested, expected outcome and assistance response details from the RMRRC. Breakdown of the requests and delivery are outlined in Table 8.4. The use of these categories for reporting is depicted in Table 8.5.

By use of these reporting categories it was hoped to increase the center's accountability reporting procedures. The data in Table 8.5 presents a limited range of potential responses of the center.

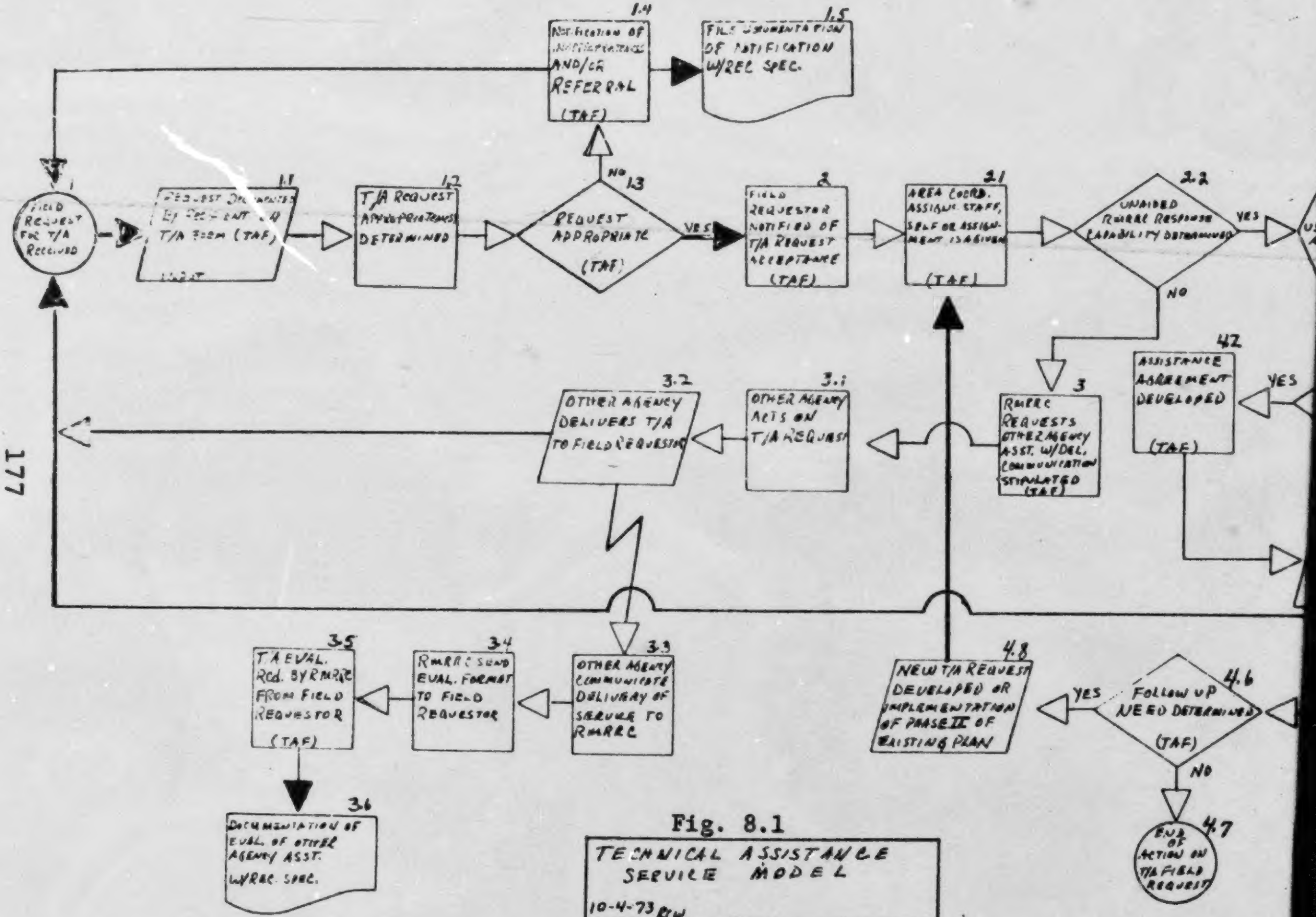
1
FIELD REQUEST FOR T/A RECEIVED
1.1
REQUEST DOCUMENTED BY RECIPIENT ON T/A FORM (TAF)
1.2
T/A REQUEST APPROPRIATENESS DETERMINED
1.3
REQUEST APPROPRIATE (TAF)
NO
YES
1.4
NOTIFICATION OF INAPPROPRIATENESS AND/OR REFERRAL (TAF)
1.5
FILE DOCUMENTATION OF NOTIFICATION W/REC SPEC.
2
FIELD REQUESTOR NOTIFIED OF T/A REQUEST ACCEPTANCE (TAF)
2.1
AREA COORD. ASSIGNS STAFF, SELF OR ASSIGNMENT IS GIVEN (TAF)
2.2
UNAIDED RMRRC RESPONSE CAPABILITY DETERMINED
YES
NO
3
RMRRC REQUESTS OTHER AGENCY ASST. W/DEL. COMMUNICATION STIPULATED (TAF)
3.1
OTHER AGENCY ACTS ON T/A REQUEST
3.2
OTHER AGENCY DELIVERS T/A TO FIELD REQUESTOR
3.3
OTHER AGENCY COMMUNICATE DELIVERY OF SERVICE TO RMRRC
3.4
RMRRC SEND EVAL. FORMAT TO FIELD REQUESTOR
3.5
T.A EVAL. Rcd. BY RMRRC FROM FIELD REQUESTOR (TAF)
3.6
DOCUMENTATION OF EVAL. OF OTHER AGENCY ASST. W/REC. SPEC.
4.2
ASSISTANCE AGREEMENT DEVELOPED (TAF)
YES
4.6
FOLLOW UP NEED DETERMINED (TAF)
YES
NO
4.7
END OF ACTION ON T/A FIELD REQUEST
4.8
NEW T/A REQUEST DEVELOPED OR IMPLEMENTATION OF PHASE II OF EXISTING PLAN

Fig. 8.1

TECHNICAL ASSISTANCE SERVICE MODEL

10-4-73 RCW

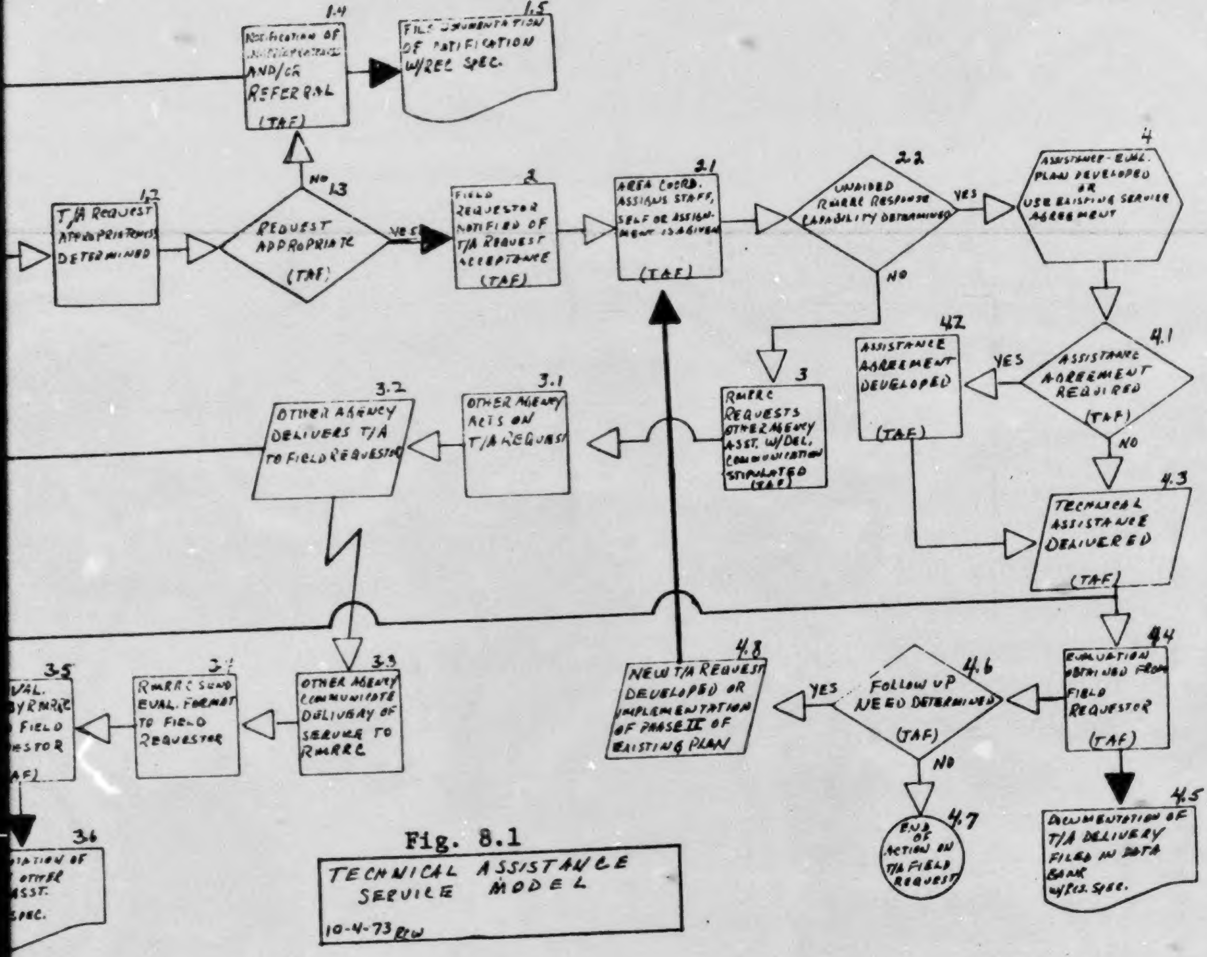

Fig. 8.1

TECHNICAL ASSISTANCE
SERVICE MODEL

10-4-73 RLW

Table 8.1 Technical Assistance Request to Rocky Mountain Regional Resource Center

Name of Requester____________________Agency________________

Address____________________________Phone________________

Problem____

Assistance requested______________________________________

Expected Outcome____

Contact Person___________________Address__________________

Date service needed_______________________________________

____________________(For RMRRC use only)____________________

Date submitted________________Date RMRRC received__________

Person receiving the request______________________________

Request accepted_____date. Request not accepted_____date.

If request not accepted state why_________________________

Service agreement needed_____yes, _____no.

Check appropriate topic of request:

_______Information
_______Materials
_______Orientation
_______Training
_______Consultation
_______Research design
_______Direct educational programming
_______Other, specify______________

Staff member assigned_____________Date of assignment_________

Date assistance to be delivered___________________________

TA evaluation needed?_____yes,_____no. Evaluation of TA requested________date.

Evaluation of TA obtained__________date. Referred to another agency__________date.

If referred to another agency state why____________________

Table 8.2 Requester's Technical Assistance Evaluation Form
Rocky Mountain Regional Resource Center

Requester's Name_________________________Agency_______________

Consultant(s)____

Date of assistance____

1. What was your technical assistance request?
2. What form was used to respond to your request?
   _____Telephone
   _____Letter
   _______In person
   _______Other, specify______________
3. What type of assistance was given to you?
   _____Information
   _____Materials
   _____Orientation
   _____Training
   ______Consultation
   ______Research design
   ______Design educational programming
   ______Other, specify________________
4. Would you have preferred a different type of technical assistance?
5. If yes, what would you have preferred?
6. How would you evaluate the technical assistance you received?
   effective_____:_____:_____:_____:_____:_____ineffective
7. Was the consultant(s) aware of your technical assistance needs?

   not aware_____:_____:_____:_____:_____:_____aware

8. How would you describe the expertise of the consultant in the area related to your technical assistance needs?

   high   low
   level of_____:_____:_____:_____:_____:_____level of
   expertise   expertise
9. Were your technical assistance needs satisfied?

   not
   satisfied_____:_____:_____:_____:_____:_____satisfied
10. What was the outcome(s) of the consultation?
11. If technical needs remain to be met, what are some suggested means by which the RMRRC could meet those needs?
12. General comments:

Table 8.3 Consultant Technical Assistance Evaluation Form
Rocky Mountain Regional Resource Center

Requester's Name____________________Agency____________________

Consultant____

Date of assistance____

1. What form was used to respond to the request?
   - _____Telephone
   - _____Letter
   - _____In person
   - _____Other, specify___________
2. What type of assistance was given?
   - _____Information
   - _____Materials
   - _____Orientation
   - _____Training
   - ______Consultation
   - ______Research design
   - ______Direct educational programming
   - ______Other, specify_________________
3. Describe the assistance you provided.
4. How would you evaluate the technical assistance?
   effective_____:_____:_____:_____:_____:_____ineffective
5. Were you apprised in advance of actual technical assistance needs?
   not apprised_____:_____:_____:_____:_____:_____apprised
6. How would you describe your expertise in the area related to their technical assistance needs?
   high level of expertise_____:_____:_____:_____:_____:_____low level of expertise
7. How effectively was your time utilized?
   ineffectively_____:_____:_____:_____:_____:_____effectively
8. How closely did the requester's stated technical assistance needs parallel actual technical assistance needs?
   closely_____:_____:_____:_____:_____:_____not closely
9. What was the outcome(s) of your consultation?
10. Were the technical assistance needs satisfied?
    not satisfied_____:_____:_____:_____:_____:_____satisfied
11. If technical assistance needs remain to be met, how can the RMRRC aid in meeting those needs?
12. How much time was spent consulting? ______________________
13. How much time was spent traveling? ______________________
14. List any additional costs incurred in fulfilling this request (i.e. materials, phone calls, etc.)
15. General comments:

Table 8.4 Technical Assistance Delivery

Description	Idaho	Montana	Utah	Wyoming	Other	Total
Information/Materials	7	10	7	6	23	53
Consultation	11	29	5	10	8	63
Training	1	2	0	12	16	31
Other	1	2	1	5	0	9
Referred for Additonal Help	0	4	0	0	8	12
Inapplicable	0	1	0	0	2	3
Totals	20	48	13	33	57	171

Table 8.5 TECHNICAL ASSISTANCE PROVISIONS TO STATE SPECIAL EDUCATION DEPARTMENTS AND PROJECTS

ON-SITE CONSULTATION	IN-HOUSE ASSISTANCE
-Needs Assessment Strategies -Program Planning -Organizational Management -Program Evaluation Design and Methodology -Direct, Diagnostic-Prescriptive Service to Support State and Stratistician Requests as Needed.	-Consultation by Mail or Telephone -Reviewing and Monitoring Projects via Reports -Information Services -Referral Service to Locate Human and Non-Human Resources to Fill Assistance Requests -Communications Link With Other Special Educational Support Agencies and B. E. H. -Development of Inter-State and Inter-Regional Communications Network -Development of Human and Program Resources Information-Retrieval System -Third Party Evaluation Arrangements -Sequential and Continuous Assistance Resulting in Mutual Understanding and Trust Relationship
ON-SITE TRAINING	OFF-SITE VISITATION
-Small, Multiplier Effect Training Using RMRRC Developed Modules or Other Need Specific Curricula in areas of: Identification of the Handicapped Diagnosis and Assessment Prescriptive Planning Curricular Programming Evaluation of Program Inter-Personal Skills Development Management Practices	-To Related Projects and Training Workshops of Interest and Applicability -Quarterly, Regional Steering Committee Meetings for: National, Regional and State Info. and Trends Technical Assistance Presentations Sharing of Project Developments and Results Advice to RMRRC from State Education Agencies and Other Support Projects

[illegible]

To broaden this reporting the inclusion of child-centered data was added into the reporting process and is included in Table 8.6 for the period 1971-1974.

One of the difficulties in discussing this data, or using it for accountability purposes is that it is difficult to place a qualitative or quantitative value on the information. In effect the direct service contacts are being counted as opposed to actual process information. The fact that a contact occured provides little or no information relating to the substance of the interaction. Procedures were instituted by the RMRRC to try to remedy this problem in the last year of the project as reported in Volume II, but it still remains an area in which more work is needed in the future.

An Example Response

Of the many activities undertaken by the RMRRC in this category of activity, perhaps the most vivid example is a response to a request to provide assistance to the Rough Rock Indian Reservation. The original request came from the SWRRC, and was approved by the Bureau of Indian Affairs. Although the assistance was primarily financial it does illustrate a regional response mode of operation. The RMRRC felt the potential information would be of value in identifying handicapped Indian children in the RMRRC region and throughout the nation. The following discussion will review this project as a means of illustrating the process of responsive technical assistance.*

Background. An agreement between the RMRRC and the Rough Rock School Board, Chinle, Arizona, was developed in the fall of 1974. This agreement formalized a proposed plan to identify and provide educational programs for all unserved, handicapped Native American children within the 1,000 square-mile catchment area of the Reservation school. The locally elected school board had determined that a priority

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*Information for this section is from progress reports and the final report from Douglas A Dunlap, director of the Rough Rock identification project.

Table 8.6

Summary data chart of services performed by the RMRRC

SERVICES		1971-72	1972-73	1
Children	Direct	426	1,343	2
	Indirect	3,638	5,448	29
Teachers contacted		595	6,963	8
Day Care Centers		4	16	
Schools		81	4,449	
Agencies and other Federal Projects		11	140	
Paraprofessionals			203	
Parents		95	1,172	
Administrators		50	662	
Universities	Presentations	11	20	
	Practicum	6	8	
Presentations		5	25	
Advisory Groups formed and utilized		4	1	
Studies conducted		6	7	
Workshops presented		11	129	
Serving on boards and/or committees for handicapped		3	15	

Table 8.6

Summary data chart of services performed by the RMRRC

		1971-72	1972-73	1973-74	TOTALS
	Direct	426	1,343	2,859	43,395
	Indirect	3,638	5,448	29,681	
ntacted		595	6,963	8,485	16,043
nters		4	16	10	30
		81	4,449	905	5,435
d other Federal Projects		11	140	190	341
ionals			203	65	268
		95	1,172	815	2,082
ors		50	662	2,451	3,163
s	Presentations	11	20	37	83
	Practicum	6	8	1	
ns		5	25	166	196
oups formed and utilized		4	1	2	7
ducted		6	7	14	27
resented		11	129	81	221
boards and/or committees for handicapped		3	15	22	40

in their all-Navajo, innovative school program was culturally relevant diagnosis, prescription, and programming for all children with learning problems.

The RMRRC, in cooperation with the SWRRC, assisted in the unique bilingual Navajo effort that was based on a community controlled, comprehensive educational program. The processes and results of the culturally appropriate identification, diagnosis, prescription, programming, and materials development efforts will be reviewed and shared by the RMRRC with states in the region that have Native American populations in need of special education assistance.

The Rough Rock Demonstration School was founded in the isolated and traditional Indian community in the summer of 1966. As the first school in modern times to be controlled by a local Indian community, Rough Rock gained a national and international prominence. The community elected a school board to direct the operation of the Demonstration School, and to facilitate the development of the community school concept for Navajo people.

The primary educational goal of the school was the development of a bilingual and bicultural educational program. During the 1972-73 school year all but fourteen of the 444 enrolled children were native speakers of the Navajo language who came to their first year of school knowing no English. The Demonstration School seeks to place these children on a secure educational base by beginning instruction in the Navajo language, and by teaching the reading and writing of Navajo. Navajo history and culture provide a base for social studies learning and for personal development.

With the initiation of a special education program, Rough Rock endeavored to demonstrate how a small and remote traditional Indian community may identify needs of handicapped children and draw upon the resources of the community to provide enduring instruction and training of special education personnel. In Rough Rock there are virtually no Navajo personnel trained in special education, and the remoteness of the community makes it difficult to recruit and hold non-Indian professionals. The need is for a local staff trained to meet the needs of handicapped Rough Rock children.

Needs assessment. The Human Development Program conducted a needs assessment in 1972-73 (prior to RMRRC involvement). The assessment was a joint operation among teaching staff and Human Development staff and involved participant observation in the classroom, administration of a worksample, analysis of educational, social, and medical information, and an extensive interview with each teacher about every child in the school.

Each classroom was approached one at a time, with two weeks set aside for the assessment in each room. Not all of each day for two weeks was used, but the observation, work sample, interview, and other activities typically spanned a two-week period.

Human Development staff assisted the classroom teacher in teaching, thereby demonstrating their depth of concern for children, their own expertise in working with children, and their desire to know the children well. The rule was to learn the name of every child and have some familiarity with his learning style before discussing the child in depth with the teacher.

During the two-week period the staff collected medical information, attendance records, and family information to be used as references during the teacher interview. In the interview, each student was discussed individually, and evaluated according to various learning ability areas (gross motor, conceptual, perceptual motor, and emotional social), achievement, and the background information.

Much sharing of ideas took place during the interviews, which became consultation of the highest quality, as both parties had shared in the gathering of learning data, analyzed the data together and made plans on that basis. Many referrals were made by teachers that otherwise would not have been made, and the number of children needing special services was far higher than would have been the case if teachers had only been asked to send referrals to the program.

Assessment results. Information was categorized, and programs were planned to deal with the categories that formed. Some areas were a surprise: over 50 children apparently needed eyeglasses, and their learning difficulties had often been interpreted as behavior problems; a few visual-motor problems existed at the junior high and high school level that had not been previously identified.

Programs developed to serve identified children and their teachers included a resource room at the elementary and high school levels--to serve both moderate and extensive educationally handicaps--and a counseling and psychology program operating on a resource model that empahsized instruction and therapy over incidental counseling.

The Rough Rock Identification Project: Project Design

Gaps existed in the assessment information. There was a small incidence of mentally retarded children, with only four apparently in this category. Rough Rock does not categorize according to educable mentally retarded, trainable mentally retarded, etc., but instead endeavors to describe children on the basis of their skills profile.

The following conclusions related to planning the Identification Project were drawn. First, the school had yet to determine the number of handicapped children residing in the Rough Rock community. Some Rough Rock families send children elsewhere to attend school, sometimes in various placement programs where children live with families off the Reservation, and sometimes at special schools. Some enroll in Bureau of Indian Affairs boarding schools, usually at the high school level, as Rough Rock has just developed its own high school program. Further, some families with handicapped children conclude that these children cannot learn in school, and therefore do not send them.

Because information about handicapped children in the community could not reliably be gathered by expecting families to take the initiative in providing the information to the school, it was concluded that a canvassing of the community was in order. As most residents would not be familiar with the field of special education, the canvassing would have to include educating the parents about special education. In addition, the school had to be ready to enroll and serve any handicapped children who were identified, as proof to parents that service was available. This last point is important: parents could not be expected to wait for analysis of results at some future time; the school had to be ready to back up the identification activities with immediate service.

Secondly, classroom teachers felt a lack of knowledge of teaching methods and materials to be used with educationally handicapped children. Now that an in-school assessment had been made, and with the possibility that community contacts could result in the enrollment of additional handicapped, it was necessary to provide support to the classroom teacher. The Human Development staff had determined that a core of local persons trained in special education and psychological service methods was essential to the project, so it was also necessary to provide strong training experiences for the staff.

Thirdly, because of the enormous commercial production of special educational materials, little was known about which materials would be most effective in the Rough Rock setting. The staff needed to analyze materials and students, and match the two. To identify, and to train, and then to neglect materials would seem to have weakened the services.

These inferences were the basis for three objectives of the Rough Rock Identification Project: to identify all handicapped children in Rough Rock through a system of family interviews; to provide training for both regular teaching staff and Human Development staff, emphasizing local Rough Rock Navajo people; to analyze material needs. The project aimed to provide the information found in Table 8.7.

Objective I: To identify all handicapped children who are residents of the Rough Rock Demonstration School catchment area, and who are presently not served by the school. The following steps were followed to accomplish this objective:

Hiring and training an identification specialist:

a. A bi-lingual Navajo woman from Rough Rock with eight years teacher-aide experience in elementary classrooms was selected from a list of three potential persons presented to the all-Navajo local community school board.

Table 8.7 Questions to be answered by the Rough Rock Identification Project

I. Identification:

What children have what disabilities?

- A. What means are best for the identification of these disabilities?
- B. What are the limitations of these means?
- C. How can these limitations be circumvented?
- D. What local means can be developed to meet identification needs not met with usual assessment procedures and instruments?

II. What programs will meet the needs posed by these disabilities?

- A. What structure?
  - 1. Educationally
  - 2. Administratively
- B. What commercial materials can be used?
- C. What materials will need to be developed locally?

III. What personnel are needed?

- A. From outside of the community?
- B. In what specific areas: e.g., speech, emotional handicap, retardation?
- C. From inside the community?
- D. What pre-service and in-service training is needed?

IV. How shall training be provided?

- A. Present staff?
- B. Outside professionals?
- C. Local medicine men?

b. The identification specialist underwent a training process with an elementary special education teacher. The training included instructional methods, and she was given a small group of children to teach.

c. Human Development staff, including the identification specialist met with medicine men to discuss the project and to gain an understanding of the types of information that would be needed by the community. The staff also met with a faculty member of the University of New Mexico, Department of Special Education, to discuss program alternatives for children who might be identified.

d. Videotape programs to be shown to families and to community groups were made. Initial programs were staged, with a narrative, but subsequent programs were candid shots of instructional sessions. Tapes were made of elementary and high school students, and included a range of disabilities as well as some accelerated students. The tapes were from 5-10 minutes in length.

e. Forms were developed to record information from community meetings, family visits, and preliminary evaluations of identified children. The forms were used with about five families and then revised as needed.

f. Programs were presented to community groups. Originally the plan was to show the tapes to a community group first, and then to individual families. However, contract procedures delayed the start of the project and waiting to arrange group meetings would have taken too much time, especially since the project began full implementation of identification activities in early winter. Community and individual family presentations were combined. Virtually any community institution or group of people was defined as a community group.

Accordingly, the Rough Rock Friends Mission constituted a group, as did the staff of the school kitchen, who are all local Navajo people.

g. Visits to individual families were made in the vehicle leased by the project. The four-wheel-drive vehicle permitted visits during poor weather when roads were extremely muddy or washed out. The vehicle provided the power for the video-tape equipment, with the tape player operating from the vehicle battery, and the television monitor from another car battery.

Prior appointments for a visit were unreliable, and usually it was necessary to drive to a home with the hope that a parent would be there. Families must haul water and fuel, care for livestock in all kinds of severe weather, and travel great distances for food and medical treatment; these factors meant that families were not always home. There is no telephone service, and written messages are not dependable because most parents do not read English, and the Navajo language is not widely read.

On a typical visit, three or four tapes would be shown, and materials used on the tape would be demonstrated in person to the parents. The identification specialist would speak in Navajo to the family, explaining the session shown on the tape. It was vital that she had teaching training and experience.

h. When a potentially educationally handicapped child was identified, the identification specialist would discuss the abilities of the child with the family and talk about program possibilities. Sometimes a family wanted to arrange a traditional Navajo Beautyway ceremony for the child in conjunction with school enrollment.

A preliminary evaluation sheet was used to record information. Sometimes a second meeting would be arranged for this. The information sought centered upon the problem-solving capacity of the child in the home environment. This valuable information would be analyzed and used in formulating objectives if the child enrolled.

Results from Objective I. Identified children fell into a number of groups. Five individuals were brought to the school's attention about whom the school either did not know or contact had been lost. The five included three youths: an 18-year old epileptic, a blind 19-year old, and a deaf 14-year-old; one 8-year old physically handicapped child and a mentally retarded infant.

Another category consisted of children known to the staff but who were not being appropriately served. Part of the reason for inadequate service was the lack of staff, part was the unavailability of bilingual staff, and part was limited communications with the families. There were six in this category: a young mentally retarded youth with a severe hearing loss and speech handicap; a 16-year old, brain-injured youth; a mentally retarded 13-year old with a speech handicap; a mentally retarded, cerebral palsied 17-year old; a retarded 13-year old; and a hard-of-hearing 15-year old. Most of these students had been attending school irregularly. Once their parents were visited by the identification specialist and saw films of progress being made by other handicapped students, the parents have generally supported regular attendance at school. Five of the six are now in school on a regular basis, and receiving more appropriate help.

A third category of children identified are those who are already attending the Rough Rock School, but whose parents wanted to further discuss the program and their children's progress. The Identification Project presented an opportunity to talk in depth to families about these children.

Four major accomplishments were achieved in meeting Objective I:

1. Identification of children previously not

served, or previously not served appropriately was made.

2. The Demonstration School developed a working relationship with community groups and other agencies, who can now all work together on behalf of handicapped children at Rough Rock. These include certain local medicine men; Rough Rock Friends Mission; the Social Service Department of the Bureau of Indian Affairs, Chinle, Agency; and the U. S. Public Health Service.

3. The school has stregthened its relationship with the community, and has formed community support for handicapped individuals.

4. The school has demonstrated that a videotape home visit program can accomplish the objectives of helping handicapped children and their families.

Comments on the Identification Process. The project was affected by a later starting date than anticipated, which in an isolated area made for further delays as the videotape materials and the vehicle had to be obtained.

Initially it was anticipated that there were 100 families in the Rough Rock area; the number now appears to be 120. The late starting date of the project prevented visits to all families. A total of 96 families were contacted through individual visits and/or group meetings. Often a successful discussion lead to a follow-up visit. In one case a family has been visited 8 times.

Objective II: To provide training for both regular teaching staff and Human Development staff, emphasizing local Rough Rock Navajo people. This would require that the Rough Rock Demonstration School staff become competent in (1) identification of handicaps within their working context; (2) teaching skills, counseling skills, and other support-conveying methods for teaching the handicapped; and (3) for Rough Rock staff to know the extent and nature of educational handicaps in the Rough Rock community. The following steps were taken in meeting this objective:

1. Lists were compiled on topics of concern of both teaching staff and Human Development Staff. From this information selections of teacher training films were made, and films were shown weekly after school. Some films were also shown in the Multi-Cultural Teacher Education Program, a University of New Mexico extension program at Rough Rock. The coordinator of the Rough Rock Identification Project taught a course in learning disabilities that incorporated the expressed concerns of the faculty.

2. The identification specialist and two elementary special education teachers attended the Council for Exceptional Children Annual Meeting in New York City in April, 1974. This was an important and useful opportunity for local Rough Rock staff to view their program in a national context. One staff member commented "We are ahead of New York . . ." The Human Development Staff has submitted a program prospectus to the CEC for the 1975 Meeting in Los Angeles.

Results of Objective II. The Human Development staff has worked from the start with regular classroom teachers, and considers them an essential part of the program. Rough Rock is using a resource room model and "mainstreaming" the handicapped. Although the identification of educationally handicapped children and the teaching of them is an ongoing process, and will require continual inservice training and information sharing, a significant point in the education of such children has been reached at Rough Rock. Teachers, the majority of whom are local Navajo people, know that the educationally handicapped child can be helped.

Objective III: To analyze material needs. This required evaluation of assessment and instructional materials for handicapped children, for their appropriateness for Navajo children at Rough Rock. This objective was accomplished as follows:

1. As assessment data and identification data were obtained, the Human Development staff discussed the data and ordered materials that appeared to be consistent with needs.

2. The staff worked with a faculty member of the University of New Mexico, Department of Special Education, to determine what materials might be produced locally that would be useful. It was also planned to demonstrate material use to medicine men and discuss materials with them. It was not possible to complete this portion of Objective III because of time limitations. It appears to be a valuable experience and the Human Development staff would like to incorporate this step into its regular program for 1974-75.

3. Criteria for materials have been written by Human Development staff. These criteria are starting points for more complete criteria to be developed as new materials are purchased and used.

The staff is now conscious of the need to evaluate materials in terms of children's learning styles. The expected development of a resource file or retrieval system of materials awaits the trial use of new materials.

The objective related to materials evaluation was planned to follow the analysis of all home visit information. With all home visits completed, and with results available from the school-wide needs assessment, a good profile of learning needs and learning syles would be available. These profiles could then be applied to material selection and evaluation. With a few families left to visit, the information is not completed and the materials component has not had as much time allotted to it as was expected. However, this activity can easily be continued into the following year because the major objectives of the Identification Project have been completed.

Replication of the project. Anyone who wishes to replicate this Identification Project should note the processes used and the steps followed. The two are somewhat different concepts as used here. Essentially the process was to work closely with as many people and groups as possible. The project was very public, very well-known. Steps taken in other communities will inevitably vary from those taken here, but a project that works closely with all people concerned should have a stronger chance of success than those that work in isolation.

The results of the Identification Project indicate that there is a low incidence of educational handicaps in the Rough Rock community. A comparison of this result with other communities--and an analysis of the reasons for it--should be undertaken. It is particularly interesting that most handicaps were found among older children. In children under 12 there appears to be almost a total absence of handicap. This incidence may mean that further analysis of the school population is needed to determine whether some children have been overlooked. Family visits will continue in the event that there are handicapped children who are not yet visible. However, it is felt that there will be few, if any, hidden handicapped children. Instead, the results may need to be checked from the perspective of areas such as child-care methods and genetics. The possibility that Rough Rock's incidence is normal among American communities but atypical also has to be entertained.

In any case, the secondary effects of the Identification Project were as important as the stated objectives that were accomplished. A place now exists for the Rough Rock handicapped child, and that place is in his or her home community, in the community school, with community teachers. The project attests to the effectiveness of this Native American-controlled educational system.

Regional Fusion and Service

Part of the regional system's goal is to provide a synthesizing effect on the programs within the states of the region. In the RMRRC program several examples of this activity can be found as is demonstrated in the minutes of the final Steering Committee meeting, presented in Appendix A. The meetings of the Steering Committee (composed of State Directors of Special Education and the state Outreach resource coordinators), established a forum for exchanges of information, plans and procedures within the region.

Another example of the regional role was described in Chapter 7, the use of a regional conference to focus on the needs of the multiply, severely handicapped child. The conference, in addition to bringing resources to the region in the form of nationally prominent educators, also produced a list of strategies, objectives, and activities by five main thematic areas. These lists in turn were related to the needs of individual states and timelines for their implementation were established.

The conference was an example of how the center could bring together the states and add resources that the states individually would not have available. The center as the responsible agency relieved the states of all planning responsibility and produced a program for them in response to a mandate developed by the states. The role described also applied to a range of other activities and is considered to be a major contribution of the center to the educational programs of the region.

Program Contrasts

In contrasting the programs developed by the states, it appears that the states reflect different levels of development of their special education programs. The role the center played varied according to this parameter quite significantly.

In the states with emerging programs the RMRRC played a more active role with increased levels of technical assistance being provided. The interaction between the center and Outreach program staffs was much greater. In the states with more developed programs, the center's relative role increased in terms of a monitoring function and decreased in terms of technical assistance. The level of technical assistance required also varied; hence, although the amount of technical assistance decreased, the sophistication required increased.

Relative to future activities it appears that there needs to be more differentiation in the levels of technical assistance available from the center. The RMRRC must be able to respond to the range of potential requests if it is to be an effective agent, or the use rate of the center's services will decrease as the educational systems increase in sophistication. Part of a center's planning must consider this need to plan its resource capability with respect to the sophistication level of the systems it serves.

Another ingredient of the planning process must be the degree of development of the special education system within each state. The needs of the states vary as the complexity of the programs change. In the states with emerging programs there is a strong requirement to develop needs assessments which include available resources, demographic profiles, initial definitions of handicapping conditions, special education guidelines, and legislation. From these activities the states progress into state plans, implementations, evaluation, and the development of standards and improved programs.

In Wyoming and Montana, the role of the RMRRC was heavily oriented toward the first steps of the process. The two states were in the process of developing the enabling legislation, whereas in Idaho the legislative process was underway, and in Utah it already existed. The RMRRC-sponsored Outreach programs accordingly did not play much of a role in the development of legislation in Utah, but were instrumental in aiding the special education programs in Wyoming and Montana to develop suggested legislation for consideration by their respective legislatures; in Wyoming, this impetus led to formulation of a legal document on due process. In Idaho the needs assessment undertaken through the Idaho Outreach program also aided the legislative process, but by providing planning data on the existence of needs, availability of resources, and estimates of service costs. The Idaho legislation in effect was a second generation series, as compared to the intiating legislation in Wyoming and Montana. The difference is marked in many cases, and it reflects a transition from an initial statement of social purpose to an active planning process supported by legislation that provides the resources to support services. The RMRRC Outreach effort spanned this transition.

The real effect of the RMRRC in these processes probably cannot be definitively established. The impact of recent court decisions requiring schools to provide equal educational programs to all citizens including the handicapped, has required states to develop enabling legislation to insure the provision of equal educational opportunity for the handicapped in their states. The RMRRC Outreach programs fell into this period and aided several of the states in the region in establishing broader educational service programs for their handicapped citizens. It would be difficult to ascribe the degree to which the RMRRC hastened the process, but the data reported earlier in this Volume establish that the center did play an important role.

Another factor that emerged in reviewing the individual programs is the influence of the SEIMC in program development. In particular, Idaho had articulated the SEIMC program as part of its special education plan; hence, when the RMRRC Outreach program was initiated, it blended into the existing system and planning for the Outreach program in that state became much simpler. In Montana, existing and in some cases, new, SEIMCs housed the area resource teachers who provided direct services on a regional basis to teachers and to handicapped children. In general it appeared that unless an existing structure could be utilized the first year of Outreach operation, the program was considerably less effective.

The reduced effectiveness is ascribed to the development of an organizational structure to house the effort, a period to fuse the new program into the established structure of the state, and the development of planning and management skills to effectively use the resource monies. The states, once organized, appeared to be able to relatively quickly diffuse the resources to districts through existing relationships. In the reports from several of the Outreach states the SEAs were careful to indicate the importance of maintaining their working relationships with the local educational agencies which are independent agents.

The development of state plans also appeared to aid the states in securing additional resources from other federal programs. The focus on the development of plans brought out the needs for additional resource monies to respond to particular problem areas within each state. The data collected did not include quantitative figures on this observation, but did indicate that the effects were observed by the states.

The states each produced a different type of product. Wyoming began the domonstration program for serving hearing-impaired, mentally retarded children in-state, instead of seeking such services outside the state. In Montana a regional statewide network of resource specialists was evolved to meet the special needs of the diffuse population of that state. Idaho developed data for establishing a planning base and was entering into the process of development of specific programs. Utah by contrast established a replicable model for the evaluation and development of services across the state. Again these results indicate a reflection of the level of development of each state's educational system, and indicate a pattern which a Regional Resource Center can use for effectively planning its resource services to states.

As was discussed extensively in Volume I, the task of delivering regional technical assistance is a complex one which demands accountability, flexibility and cooperation. If a regional center plans efficiently and expends its resources effectively, the multiplier effect can magnify and enhance the efforts of individual states. Not only can special education services grow within each state, but viable interstate programs can provide the potential for even stronger development. This volume records the results of the Outreach endeavors of the Rocky Mountain Regional Resource Center, and reports the outcomes which were possible only with the support and cooperation of the State Directors of Special Education in Idaho, Montana, Utah and Wyoming.

Appendix A

Minutes of Steering Committee Meeting as an Example of RMRRC Regional Service

STEERING COMMITTEE MEETING
May 1-3, 1974
Big Sky, Montana
Host: Project Outreach/Montana

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I. Overview of Steering Committee meeting

MINUTES OF PROJECT OUTREACH STEERING COMMITTEE MEETING:
May 1-3, 1974
Big Sky, Montana

The Rocky Mountain Regional Resource Center convened the last Project Outreach Steering Committee meeting of FY74 and the last meeting of the states in the present Rocky Mountain region. Project Outreach-Montana hosted the meeting.

The 25 participants were Marie Roane, BEH, Washington, D.C.; David Lillie, TADS, North Carolina; Bill Pellant, NWSEIMC, Oregon; John Comba and Judy Schrag, Idaho; Fred Appelman, Pat Boyer, Mike Fredrickson, Tim Harris, Larry Holmquist, Bob LaGarde, Kathy Mollohan, Montana; Ben Bruse, Donna Carr, Randy Sorenson, Utah; Lamar Gordon, Tom McCartney, Wyoming; Judy Buffmire, Vance Engleman, Doris Mason, Jean Moore, Mack McCoulskey, Patricia Nelson, Frank South, Robert West, RMRRC.

Robert West, the RMRRC Regional Resource Coordinator, opened the meeting. He described the plan of the meeting: each state would have a pre-evaluation meeting; Robert West would familiarize each state with the evaluation form being used by David Lillie, third-party evaluator; each state would then have a third-party evaluation session; David Lillie would conduct the evaluation and Patricia Nelson would assist.

For those not involved in evaluation meetings, a dialogue with the RMRRC staff and Bill Pellant, NWSEIMC, was ongoing. General meetings to give each state an opportunity to share information, concerns, products and the impact of their Outreach projects were held Thursday afternoon and Friday morning.

The Friday morning general meeting gave the RMRRC an opportunity to express appreciation for the cooperation of each state. During both general meetings, the RMRRC answered questions about final reports, inventory and general procedures.

The farewell banquet was hosted by Robert West on Thursday evening. Judy Ann Buffmire, Director of the RMRRC reviewed the birthpangs of the RMRRC and the growing relationship between the RMRRC and the Outreach states. She expressed appreciation to each state for its individual contributions.

II. Outline of the Impact of the Projects

Purpose: To share impact of projects

IDAHO:

.developed form for identifying barriers to serving handicapped children
.conducted incidence study
.instrumental in having Special Education bill passed
.gathered reliable cost data
.conducted Idaho Child Find to identify unserved, severely, multiply handicapped children

MONTANA:

.developed regional service plan for rural areas
.obtained hard money to finance regional service plan
.developed Precision Teacher Training package
.compiled cost effectiveness data showing area resource teacher could make positive change in children at a cost of $30 per contact
.method of collecting field service cost effectiveness data

UTAH:

.commenced A Cooperative Comprehensive Education Services System (ACCESS)
.continued and expanded needs assessment in form of third-party evaluation team; (team consists of 8 members, learning disability specialists, educational psychologist, directors of special education, pupil personnel coordinator, and state resource coordinator)
.began Implementation of Comprehensive Education (ICE)
.shared Project I.D. information and process
.developed screening instrument used in Project I.D.

WYOMING:

.conducted survey to identify handicapped children
.compiled Directory of Resources for Exceptional Children and Youths in Wyoming
.conducted demonstration center for hearing impaired/multiply handicapped children
.obtained due process procedures
.developed educational resource centers to serve rural population
.obtained hard money for special education

III. Index by State of Available Resources

IDAHO:

.document about Idaho Child Find
.results and process of study of true cost of educating handicapped children
.procedures for studying manpower supply and production, vendor services, consumer satisfaction and incidence of handicapped children
.information on resources regarding legislation and finances

MONTANA:

.one part of three-part resource package called Precision Teacher Training
.cost-effective data validating area resource teacher model
.method of collecting field service cost-effectiveness data
.consultation by regional coordinators on developing regionalized services for rural remote educational support systems

UTAH:

.process model for local educational agency third-party evaluation
.screening instrument used in Project I.D. and copy of Utah State law to which it adheres

WYOMING

.Directory of Resources for Exceptional Children and Youths in Wyoming
.outline for educational resource centers
.due process document and strategy

RMRRC will send to each state department of special education:

.revised RMRRC Stratistician/Generalist Training Program when it is completed
.copy of all activities done by RMRRC
.copy of final report

IV. Common Ongoing Needs of States

.need for state legislatures to support special education by passing appropriate laws defining the right to education

.need for state legislatures to support special education by passing adequate funding laws

.need to share strategies about ways to enforce the implementation of the right-to-education law

.need to share cost-effectiveness data

.need to share alternative ways to serve rural populations of handicapped children

.need to share directories of resources, human and media

.need for communication channel so that the current needs could be discussed with professionals outside of one's own state in order to avoid tunnel vision caused by concentrating only on one's own state's problems and solutions

.need to share guidelines for:
  .conducting incidence studies
  .identifying constraints to serving handicapped children
  .running workshops
  .training paraprofessionals, teachers, parents
  .utilizing parent groups most effectively
  .obtaining seed money for new projects

V. Present Needs of the RMRRC

.quarterly reports from each state
.final reports
.ending vouchers

VI. Summaries of the States' Presentations at the General Meetings

IDAHO: Summary of Judy Schrag's presentation on Friday morning.

In July 1972 it was Idaho's concern to fully implement the federal mandate. A better data base was needed. What kind of children would be served? What would have to be done to implement serving kids?

Any state serving the handicapped has to look at the barriers. Idaho has designed a form which gives constraints to service for children with special problems. In any given state, one, two or three barriers might be interacting. When the identification barriers are removed, would there still be legislative and fiscal barriers? The objective in the program outline relates to one or more barriers.

Needs assessment of exceptional children was carried through. The study assessed the school age population in 60 stratified, random school districts. It showed 16.5% handicapped.

School districts and agencies often could not validate if they had children who were unserved. While working for the Child Development Center, Judy Schrag found at-home patients who were not aware of their right to education. If there were people who were not aware of their rights to education, they should be found and informed. This was the impetus of Idaho Child Find.

Governor Andrus proclaimed May as Idaho Child Find month. The basis of the campaign is that all children have a right to public education. The plea is "Please call and tell us if you know of an unserved handicapped child." Outreach money is financing the tools of Idaho Child Find. It is a statewide mass media campaign.

Idaho Child Find involves 5 coordinators and 115 volunteers. Special stationery, brochures, flyers and posters were printed. Flyers were stuffed in grocery sacks; brochures were sent with bank statements. Leaflets were placed in doctors' offices. Posters were hung in drug stores and service station restrooms. A letter was taken home by 4th grade students asking their parents to identify any handicapped child not receiving services. Service organizations, churches, PTAs and other clubs were asked to talk about Idaho Child Find at their May meetings. The radio, television and newspapers were used.

Lamar Gordon asked what Idaho Child Find cost. Judy Schrag estimated about $7,000. She said it was possible to do many inexpensive projects. For example, Idaho conducted a special education finance study for much less money than other similar studies. This was partly due to the fact that a lawyer-accountant believed in its purpose and accepted minimal pay for his time. Idaho yields fantastic cost data.

The hard fact is it costs money to serve handicapped children. A special funding law was passed in the Senate and in the House (only three voted against it in the House). Legislators need data before they can help. The special education bill has cost accountablility and program accountability written into it; cost effectiveness is beginning in Idaho.

Before any given state can make decisions they have to have concrete data upon which to base their decisions. All the data has been gathered, related barriers have been charted and strategies have been formulated to alleviate the barriers, e.g. manpower shortage needs, recruitment of new personnel and retraining of regular teachers to serve classes of mild kids.

Idaho Child Find is off and running. The first day five children were identified by the hot line. Next day two were identified.

Idaho has good data on the incidence of kids. Manpower figures were needed. Service study requires good feedback from the consumer. A legal review is necessary to know what is needed to strengthen laws. The study now needs to be implemented.

Idaho's cost study paralleled the study done by Ross Miller, Wisconsin. His costs were a little lower in the severe area.

Cost data relates the true cost, the cost of what is going on. Idaho has a process of cost accountability which can be shared with anyone who is interested.

Larry Holmquist stated that the data unit in Montana was cost-per-pupil hour. How much does it cost to serve a child in various kinds of settings, with different kinds of personnel, space, materials and utilities?

Judy Schrag replies that they had to look at the situation in Idaho. They had to measure every classroom and figure cost per square foot per hour, as one variable to be considered.

Larry Holmquist asked if the data were totally accurate data. Empty classroom, mixed classroom--doesn't it enforce going categorical?

Judy Schrag replied that arriving at special education costs is very complicated. It requires prorating empty classrooms and considering costs of regular classroom time and resource room time for each student.

Ben Bruse asked if Idaho had local options.

Judy Schrag replied that Idaho's cost study did not sort out local, federal, state monies. It just tried to figure the cost differential. The Serrano case made property tax illegal. The laws will have to be changed.

Ben Bruse commented that equal funding does not mean equal education.

It was asked from the floor if it costs more to educate a child in rural Idaho.

Judy Schrag replied that it costs a great deal more to educate the deaf and blind since personnel would have to be hired especially for those kids.

She announced that around the end of May documents concerning Idaho's projects will be mailed. She offered her aid to anyone who might need it. She expressed her excitement over Idaho Child Find.

Larry Holmquist asked what process was used to obtain the governor's endorsement of Idaho Child Find.

Judy Ann Buffmire suggested that parent groups could be helpful in influencing governors. Ask a legal analyst to give a report to the governor and ask a parent group to do the follow up.

Judy Schrag mentioned that the Association for Retarded citizens have acted in Pennsylvania, Nebraska and California. The state departments have acted in Oregon and Washington.

Judy Schrag stated that in their incidence study they guaranteed each superintendent that all names would remain confidential. The purpose of the study was to obtain baseline data. Any identification study is current for one day, the day of the study. The out-of-school search will immediately forward names to the superintendents. There is no central registry.

It was asked what would be done if the superintendent doesn't serve the child.

The answer was that the parent would have to resort to litigation.

It was asked who would serve as an advocate for the child. Would it be necessary to keep records until the child is served.

Lamar Gordon stated that in Wyoming the adjustment is confidential information. Having a supertendent sign affidavits makes him subject to state board action if he is remiss in his responsibility.

Judy Schrag told of Idaho ARC 's plan to inform parents about due process.

Lamar Gordon told about principals being called before local boards to explain omissions. The boards have responded so healthily that he has no concern about requiring affidavits because the superintendents are familiar with this process as it is the same used in money matters.

Someone asked if birthdate and initials constitute a registry. Lamar Gordon said that if both the birthdate and initials are retained, then a registry exists. If the child is registered without parental approval then it is illegal.

MONTANA: Summary of Mike Fredrickson's presentation on Thursday morning.

Two years ago Montana's relationship with the RMRRC commenced. It was most critical that Montana consider a regional service plan. This plan was very primitive and started with nothing. The RMRRC gave technical assistance which made the beginning possible. Of the many problems encountered, the most critical was the absence of collected data. Without a data base, it is impossible to say why things have happened.

Montana started with five resource teachers and one state resource coordinator. Now there will be 26 area resource teacher, 36 psychologists and 13 speech pathologists giving services to rural Montana. The service pattern has been planned for rural areas where most of the services are needed.

The RMRRC provided backup for the actual services and Mike expressed gratitude for this. He also feels the RMRRC is greatly responsible for what Montana has now developed and for what it is trying to do. Montana has come a long way from where it was two years ago. It is a disappointment that after Montana has progressed so much that it is now leaving the relationship with the RMRRC.

After providing the service pattern which has taken two years to complete, Montana needs to gather data on it and then would like to share it. There is now hard money to finance the service pattern; it will be in Montana awhile and there will be years to test it. Federal money allows only short periods of times to test projects.

Mike stated that the other three states have been developing programs not yet developed in Montana. Their resource coordinators have aided him. He would like to keep in touch with them so he could share Montana's experiences now that Montana is progressing rather quickly.

Montana offers to the other states the following items: the resource package, Precision Teacher Training, offers the teacher a way to assess what they are doing by changes in children. Judy Buffmire requested that Montana send it to the other three states.

Montana also has five good human resources, the five regional coordinators. They are an invaluable source of information. The services they are delivering are viable. They are a valuable resource in assessing patterns of services as resources.

Robert West said Mike had developed cost-effectiveness data which indicated that one area resource teacher could make positive change in children at a cost of $30 per contact which is very cost effective.

Montana has a method of collecting field service cost effectiveness data which could be shared.

UTAH: Summary of Randy Sorensen's presentation on Thursday morning

Third-party evaluation asks if you did what you said you were going to do. Project Outreach/Utah has evolved into A Cooperative Comprehensive Educational Services System (ACCESS).

ACCESS had its start from Project I.D. and the third-party evaluation.

Project I.D. tried to locate the non-identified, unserved, handicapped child. Teachers were given referral forms to use for children who were not identified as handicapped and were not being appropriately served.

Project I.D. statistics were not believed. A validation study was needed. So a state diagnostic team gave complete psycho-educational-diagnostic tests with prescription to a statewide random sample. The team's findings validated that the teachers in Project I.D. were about 95% correct.

Of the identified children, 88% could be served adequately by modification of the system or by a backup system. These children need a resource program. Utah had no support system for this population. The generalist/stratistician concept is now being heavily used.

Last year third-party evaluation was done in the second largest district which included both rural and urban schools. It evaluated delivery of services with emphasis on comparing resource rooms to regular special education. The third-party evaluation was used as a needs assessment. The outcome of the third-party evaluation is a document which contains the team's recommendation about strengths and weaknesses of the programs.

The process involved in Project I.D. and third-party evaluation has been analyzed and solidified. It can be applied to any district regardless of size. Utah realized that this process dealt with more than special education programs. It involved evaluating vocational education, elementary and secondary programs, and the role of the mental health team and the role of the rural teacher. It became a very cooperative effort.

Both Project I.D. and the third-party evaluation were disruptive processes which left parents, teachers and other involved professionals with simply a lot of information. They wanted more than this.

How could both be used? ACCESS combined third-party evaluation, Project I.D. and a new implementation component. Consequently the third component, Implementation of Comprehensive Education (ICE) started.

Third-party evaluation informed districts as to the effectiveness of their delivery of services to those children in programs. From Project I.D., the districts received data about the educational needs and recommended placement of all children who were suspected of being handicapped and who were not receiving services. ICE drew both of these together and offered ways to implement the child's individualized program.

The goal of Utah is to apply ACCESS throughout the state.

The RMRRC funded the third-party evaluation component of ACCESS. The third-party evaluation is a very powerful instrument showing depth of problem and scope of problem. The team concept was used. The team consisted of teachers, psychologists, principals, state resource coordinators, and learning disabilities specialists.

This past year, the team personally designed an appropriate program in conjunction with the teachers, school and principal for 25% of the identified children. The team arranged for Ph.D. level counselors to counsel the parents of the remaining 75% of the identified children.

Third-party evaluation was a way of interpreting Project I.D.'s diagnostic reports into workable strategies for special education regular teachers and support personnel.

If a district serves 100% of these children effectively, then more than special education is involved.

An outgrowth of third-party evaluation is that students who are majoring in educational psychology at the University of Utah also study learning disabilities and vice versa.

Utah outcomes which could be shared are the final process model of the districtwide evaluation of services and the process of Project I.D. and the screening instrument used. The screening device was designed to meet Utah law; consequently a copy of the Utah law will also be sent.

WYOMING: Summary of Lamar Gordon's Presentation on Thursday morning

Wyoming started with specific goals in mind, and these goals have been achieved. The state initiated an effort to determine if programs for severely, multiply handicapped children could be set up. The first step was a survey to identify the unserved children. Also the state's resourced needed to be compiled. The third step was to design a delivery system. The last development due to technical assistance from the RMRRC was to establish a due process procedure in the state.

Wyoming has not had any state services for the severely, multiply handicapped. One group said the state cannot afford the services; this group said the state should use out-of-state services. However, since 1969 a small group wanted services at home.

An identification of children was undertaken by a survey method. The children so identified had to be served. This year the survey identified 16 children and youth who had hearing problems and cognitive impairment. The state department of special education received permission to serve four such children. RMRRC/Project Outreach in cooperation with another source provided the resources which enabled this project to be started.

The state board after reviewing the project is convinced that Wyoming must serve these kids. This is a contribution of Outreach. A modification of the state's statute is probable to change the size of the minimum number served in classes for such multiple handicaps.

The survey has continued. More agencies and families have been interviewed. More data has been compiled. Most of the identified will not be multiply handicapped like the children in the Casper program, but as a result of the data a second demonstration unit will be presented to the state board and in a year to the legislature.

Another objective is to update knowledge of Wyoming's resources. A directory which is funded by the RMRRC has gone to press. A method of maintaining a current directory has been designed. The directory will be distributed to professionals and lay people.

A system of educational resource centers has been developed in order to more effectively provide services to rural areas. The goal is to fund five to seven demonstration centers; six are now operating. Even though the system needs refining, Wyoming is pleased with the results and with the fact that they do not depend on federal funding. It is a nice first for Wyoming to move away from federal funding.

The RMRRC has been instrumental in providing technical assistance concerning due process. For example, Al Abeson from the Council of Exceptional Children's Washington D.C. office consulted with Wyoming on the legality of their incidence survey and on due process document.

Barbara Erickson, Assistant Attorney General in Wyoming, sat in on all sessions with Al Abeson. She was most helpful in the development of due process in Wyoming.

Several questions arose concerning due process.

At what point can a parent deny his/her children services because the parent can not identify the problem? Answer: The child eventually becomes a legal agent and can himself demand better services.

Lamar Gordon also recommended documents from Florida concerning due process. Wyoming's due process procedure was integrated into an existing law; consequently it is not easy to read.

Wyoming will give copies of the resource directory, the outline for the educational resource centers and the due process document to any one who requests them.

Lamar Gordon commented that the last two years have been great. Wyoming started out with so many problems that it was difficult to know where to begin. There have been concrete gains and enormous psychological gains.

Tom McCartney thanked the RMRRC for services provided during the last two years.

Summary of RMRRC's Comments in the General Meeting

In answer to their questions, Judy Ann Buffmire informed states about property disposition. Elwood Bland is the project officer in the Bureau who handles such business. The intent of the RMRRC and BEH is to help the states keep title to all equipment if possible. The Center is sorry that, at this time, final details are not available.

Definition of equipment is that which costs over $100. Justification for clear title is the intention that the equipment will be used to serve the handicapped. Ownership and responsibility regarding the use of the equipment is transferred with the use of it. If clear title is given to state departments, they should be encouraged to give the Department of Special Education rights to use it.

Each state agency will receive a copy of the final technical report being prepared by Joe Melichar. The three parts will be (1) an overview perspective of the whole Center, (2) service/training/research and (3) Project Outreach.

Ben Bruse stated that Frank South's training package should be made available to all states. Judy replied that it is being revised. After the revision is completed, it will be sent to all the state departments.

Judy Buffmire invited everyone to feel free to correspond with the Center's staff as individuals if the RRC is given to someone else. The staff is willing and desiring to be of any assistance they can.

The final report required of the states is to be completed according to the RMRRC's outline previously sent to each state. Ignore areas which do not relate to your particular state. If there is no place for what you have done, please add to the outline.